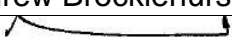




ACADEMY SAFEGUARDING POLICY

Document Control Table

Title	Academy Safeguarding Policy
Author	Amarjit Cheema (Trust CEO)
Date Approved	September 2020
Approved By Name	Andrew Brocklehurst (Chair of Trustees)
Signature of Approval	
Next Review Date	July 2021

Document History

Date	Author	Note of Revisions
6/7/2017	ED	Added the following under supported documents and guidance: <ul style="list-style-type: none"> Working together to safeguard children 16 February 2017 Statutory guidance Multi-agency statutory guidance on female genital mutilation 1 April 2016 Statutory guidance Disqualification under the Childcare Act 2006 10 June 2016 Statutory guidance Promoting the education of looked-after children 23 July 2014 Statutory guidance Supervision of activity with children 10 September 2012 Statutory guidance Children Act 1989: court orders 17 April 2014 Statutory guidance Children Act 1989: care planning, placement and case review
6/7/2017	ED	Changed DCPL to DSL throughout the document
18/7/2017	ED	Section added on page 14 on supporting children living with domestic violence.
18/7/2017	ED	Page 9 & 10 – Section added on supporting adults and children with mental health issues.
2/7/2018	ED/Helen Baker	Page 4 - Added Safeguarding Leads for Birds Bush Primary
2/7/2018	ED/Helen Baker	Updated any reference to KCSIE to new September 2018 Guidance throughout policy
2/7/2018	ED/Helen Baker	Page 24 – Added section on County Lines
2/7/2018	ED/Helen Baker	Page 26 – Added line on SCR being held within the Business Team but made accessible to Headteachers/Chair of Governors and it monitored by them.
24/10/2018	ED/Heads	Added Individual School Safeguarding Policies to Appendices
9/4/2019	ED/AKC	Pg 4 and Pg 6, Amended Version of Working Together to Safeguard Children and Keeping Children Safe in Education
9/4/2019	ED/AKC	Pg 14 – Removed reference to five principles

June 2019	4Safeguarding/AKC	<p>Updated Safeguarding Teams for Schools Changed WSCB to Wolverhampton Safeguarding Partnership throughout Pg 4 – Added forced marriage contact details to chart. Updated the following guidance versions:</p> <ul style="list-style-type: none"> • Working Together to Safeguard Children • Information sharing advice for safeguarding practices, • Disqualification Under the Children’s Act • Sexual Violence and Sexual Harassment Between Children in Schools and Colleges • Added Children Missing in Education – Sep 2016 <p>Pg 5 – Added medical needs and SEND to list of policies and updated Governor information</p> <p>Pg 9 – Added last sentence to para 4. Pg 10 – Added last sentence to para 1 Pg 16 – Asses last paragraph under Roles and Responsibilities Pg 18 – 8. Updated version of Information sharing guidance and added last sentence. Pg 32 – Updated with new body map Pg 39 – Removed para 4 as repeated below. Pg 40 – Added IT Co-ordinators for WT and SR Pg 45 – Added Individual Safeguarding Policy for Stanley Road Primary Pg 40 – Last sentence added.</p>
19/9/19	ED	Page 4 - Updated Stanley Road Safeguarding Team
Jan 2020	ED	Updated version of KCSIE to 2019 throughout document
Jan 2020	ED	Page 36 – Added section on self-disclosure under Childcare Act 2006 regarding living with or being associated with a barred or prohibited person.
Aug 2020	AB	<p>Change details of Wolverhampton LADO. Kathy Hadley and Helen Hayes seconded for 6 months. Definition of Safeguarding change Some additions to supporting documents Changed all to Local Safeguarding Partners Added keeping safe online at home Added Relationships Education Changed OfSted wording for framework Added to managing allegations particularly around supply teachers New sections on children who need a social worker, mental health, upskirting and child criminal exploitation Changed violence to abuse Added previously looked after children</p>
Sept 20	SP	Addition of Western Springs Primary School
Dec 20	SP	Western Springs name changed to Forest Hills Primary School

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Other safeguarding policies can also be found on our school website

- Managing Children with Medical Needs
- Intimate Care
- Physical Intervention
- Use of Mobile Phones/Cameras/ I-pads – Parents and Staff

- Educational Visits/Visiting Speakers
- Site Security
- Attendance policy

1. Safeguarding Contact Information

Perry Hall Multi-Academy Trust

- Amarjit Cheema – DSL (CEO)
- Darryl Asbury – Executive Headteacher
- Rekha Kohli – Executive Headteacher
- Andrew Brocklehurst – Chair of Trustees
- Lorraine McCarthy – Vice chair of Trustees

Perry Hall Primary

- Darryl Asbury - DSL
- Rekha Kohli – DSL
- Claire Gibbins – DDSL
- Michelle Dodd – DDSL
- Carol Russell – DDSL
- Narinder Heer – DDSL
- Stephen Clarke – DDSL
- Ruby Merricks – DDSL
- Darren Collinswood – Safeguarding Governor

Berrybrook Primary

- Darryl Asbury – DSL
- Emily Pritchett – DSL
- Alistair Smith – DDSL
- Amie Worthy – DDSL
- Vicky Tustin – DDSL
- Tina Crozier - DDSL
- Lorraine McCarthy – Safeguarding Governor

Dunstall Hill Primary

- Darryl Asbury – DSL
- Lee Fellows – DSL
- Reena Chander – DDSL
- Anita Jagirdar – DDSL
- Lauren Macdonald - DDSL
- Andrew Brocklehurst – Safeguarding Governor

Birds Bush Primary

- Rekha Kohli – DSL
- Sharon Barnes – DSL
- Jo Davies – DDSL
- Denese Hill – DDSL
- Dawn Hall – DDSL
- Pete Hollie – Safeguarding Governor

Woodthorne Primary

- Rekha Kohli - DSL
- Tom Hinkley – DSL
- Karen Titley – DDSL
- Anu Gibson - Safeguarding Governor

Stanley Road Primary

- David Brownsword - DSL
- Mrs Rebecca Miller - DDSL
- Tracey Murphy – DDSL
- Claire Alвити – DDSL
- Alice Heather – DDSL
- Rasma Rahman – Safeguarding Governor

Forest Hills Primary

- Darryl Asbury – DSL
- Sarah Powell – DSL
- Kate Daley – DDSL

Role/Agency	Name	Telephone (01902)	E-mail
MASH	Social Care	555392	
Social Care out of hours	Social Care	552999	
Children's Disability Team	Social Care	550911	childrenandyoungpeople's.disabilityservice@wolverhampton.gov.uk
Adult's Disability Team	Social Care	553653 or 556780	Contact through Wolverhampton city council website
Designated Officer/LADO	Kathy Hadley/Helen Hayes	550661	
Prevent Counter-Terrorism Team (CTU)	PCs Holder, Nixon and Hall	101 opt 3 871 3036	
FGM	Police	101 or 999	
Police	Police	101 Option 3 for WMP or 999	
Wolverhampton Virtual School Head	Darren Martindale	551039	Darren.Martindale@wolverhampton.gov.uk
Wolverhampton CSE Lead	Sandeep Gill	550477 -TBC	TBC
Forced Marriage Unit		+44 (0) 2070080151	fmu@fco.gov.uk
Wolves Safeguarding Partnership			

Staffordshire

Role/Agency	Name	Telephone (01902)	E-mail
MASH	First Response	0800 1313 126	frist@staffordshire.gov.uk
Social Care out of hours	As above	As above	As above
Children's Disability Team	Social Care Aim High	01785 278072	aimhigh@staffordshire.gov.uk
Adult's Disability Team		01782 485020	ALDTNorthduty@staffordshire.gov.uk
Designated Officer/LADO	Paul Cooper Linda Hancock Mandy Parkinson	0800 131 3126	Staffordshire.lado@staffordshire.gov.uk
Prevent Counter-Terrorism Team (CTU)		01785 232054	prevent@staffordshire.pnn.police.uk
FGM	Police	101 or 999	
Police		101 0300 123 4455	
Staffs Virtual School Head	Sarah Rivers	01785 854 195	sarah.rivers@staffordshire.gov.uk
Staffs CSE Lead	Stacey Black		Stacey.Black@staffordshire.gov.uk
Forced Marriage Unit		+44 (0) 2070080151	fmu@fco.gov.uk
Staffs Safeguarding Partnership			www.staffsscb.org.uk
Education Safeguarding Leads	Roz Randall Viki Hulme	01785 895836 0800 1313 126	Roz.randall@staffordshire.gov.uk Viki.hulme@staffordshire.gov.uk

Role/Agency	Name	Telephone (01902)	E-mail
MASH		01905 822 666	
Social Care out of hours		01905 768020	
Children's Disability Team		01905 822 666	
Local Safeguarding Partners	Worcester		http://www.worcestershire.gov.uk/info/20377/safeguarding_children
Adult's Disability Team			
Designated Officer/LADO	John Hancock	01905 846 221	LADO@worcestershire.gov.uk
Prevent Counter-Terrorism Team (CTU)	P Kinsella		pkinsella@worcestershire.gov.uk
FGM	Police	101 or 999	
Police		101 or 999	
Worcestershire Virtual School Head	Gwen Fennell	01905 678 149	primevirtualschoolteam@babcockinternational.com
Worcestershire CSE Lead			
Forced Marriage Unit		+44 (0) 2070080151	fmu@fco.gov.uk

2. Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as; protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (The term children includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At Perry Hall Multi-Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment.

Adults working in the schools within our Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.

3. Legislation and guidance

The Local Governing Bodies (LGB) and Trustees (T) of Perry Hall Multi-Academy Trust recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children in accordance with the following legislation and guidance:

- The Education Act 2002 (section 175/157)
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the schools within the Trust.

4. Supporting documents and guidance

- Wolverhampton, Staffordshire and Worcestershire Safeguarding Partnership - Inter Agency Procedures
- Thresholds of Support to Children and Families in Wolverhampton
- Worcester's Multi agency levels of need
- Accessing the right help at the right time in Staffordshire
- Working Together to Safeguard Children (21st February 2019)
- Keeping Children Safe in Education (Sept 2020)
- Multi-agency statutory guidance on female genital mutilation (23 October 2018)
- Promoting the education of looked-after and previously looked-after children (26th Feb 2018) statutory guidance
- Supervision of activity with children (10 September 2012) statutory guidance
- Information sharing advice for safeguarding practitioners (July 2018)
- What to do if you are worried a child is being abused (March 2015)
- Sections 26 & 29 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003
- Children Act 1989 & 2004 – court order (17 April 2014) statutory guidance, care planning, placement and case review
- Disqualification Under the Children Act (31 August 2018)
- Sexual Violence and sexual Harassment between children in schools and colleges. May 2018
- Children Missing in Education (5th September 2016)
- Related policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our Trust. It will be reviewed at least annually by the Trust Board, and is in line with our Safeguarding Partnerships' local procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements. The LGB of schools within the Trust will adopt these policies.

5. Related policies

Other policies that may be referred to within this policy include:

- Acceptable Usage Policy
- Attendance and punctuality
- Admissions
- Anti-bullying
- Code of Conduct
- Safer Recruitment
- Behaviour Policy
- Equal Opportunity
- PSHE
- E-Safety
- Whistleblowing
- British Values
- Intimate Care
- Physical Intervention
- Medical Needs
- SEND

6. Our policy aims and purpose

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the Trust; and
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

We will adopt a ‘child-centred’ approach to safeguarding and child protection and we will act in the ‘best interests’ of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need in order to keep children safe and secure in the schools within our Trust, and to inform parents and guardians how we will safeguard their children whilst they are in our care.

7. Roles and responsibilities

Local Governing Body & Trustees (PART TWO - KEEPING CHILDREN SAFE IN EDUCATION 2020)

The Chair of Governors within our Trust are:

Perry Hall Primary – Damian Tarbuck

Dunstall Hill - Andrew Brocklehurst

Berrybrook – Andrew Brocklehurst

Birds Bush Primary – Pete Hollis

Woodthorne Primary – Anu Gibson

Stanley Road Primary - Phil Johnson

Forest Hills Primary – Marie Smith (IEB)

Our LGB and Board of Trustees will ensure they comply with their duties under legislation, they will have regard to 'Keeping Children safe in Education' 2020 to ensure that the policies, procedures and training in our Trust are effective and comply with the law at all times.

Our Local Governing Bodies will have a senior board level lead to take leadership responsibility for our Schools safeguarding arrangements.

Our LGB will ensure:

Safeguarding policies:

- Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies will include an effective safeguarding/child protection policy, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- These policies, along with part one of Keeping children safe in education 2020 and information regarding the role of the designated safeguarding lead, will be provided to all staff on induction. Our LGB will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers;
- Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter- agency procedures put in place by the Local Safeguarding Partnerships, be updated annually (as a minimum), and be available publicly either via websites for the schools within our Trust or by other means;
- That the above policies and procedures, adopted by our LGB, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff; and
- Appropriate safeguarding responses are in place to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Designated Safeguarding Lead (DSL):

- That they appoint an appropriate senior member of staff, from each of our school's leadership teams, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description (see Annex B of KCSIE which describes the broad areas of responsibility and activities related to the role);
- They will have more than one deputy designated safeguarding lead(s) as appropriate. Any deputies appointed will be trained to the same standard as the designated safeguarding lead;
- That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated;
- That the designated safeguarding lead and any deputies will liaise with the three local safeguarding partners and work with other agencies in line with "Working Together to Safeguard Children". NPCC – When to call the police should help designated safeguarding leads to understand when they should consider calling the police and what to expect when they do;
- That during term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Our LGB will arrange, in liaison with the Head/DSL, adequate and appropriate cover arrangements for any out of hours/out of term activities; and
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

Multi-agency working:

- That our Trust contributes to multi-agency working in line with statutory guidance Working together to safeguard children. Our Trust will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Our Trust will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- That our safeguarding arrangements take into account the procedures and practice of the local authority as part of the multi-agency safeguarding procedures set up by the local safeguarding partnerships. This will include understanding and reflecting local protocols for assessment and the local safeguarding partnerships' threshold document along with supplying information as requested by the local safeguarding partners; and
- Information is shared appropriately between professionals and local agencies.

Staff training:

- That all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Our induction and training will be in line with advice from the local safeguarding partnerships. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; and
- Our Governing body recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Online safety:

- Appropriate filters and appropriate monitoring systems are in place and take care that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Additional information to support the LGBs (including when they are online at home) is provided in Annex C of KCSIE 2020.

Opportunities to teach safeguarding:

- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), SRE, and British Values.
- From Sept 2020 Relationships Education is compulsory in all Primary Schools. Statutory Guidance: relationships education, relationships and sex education and health education. Will need to say something here about what you are doing or planning to do

Inspection

- They are familiar with the Ofsted’s Education Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safer Recruitment:

- They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Our Trust has written recruitment and selection policies and procedures in place; and
- At least one person on any appointment panel has undertaken appropriate safer recruitment training.

Managing allegations:

- There are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children. Such allegations will be referred to the designated officer(s) at the local authority by the appropriate person; and
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have

- been had they not resigned. Our LGB is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

Allegations of abuse made against other children

- That staff should recognise that children are capable of abusing their peers. Our LGB and Trustees will ensure that our safeguarding/child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. Our policy reflects the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Our policy will include how victims of peer on peer abuse will be supported, sexting, the different gender issues that can be prevalent when dealing with peer on peer abuse, this could for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence, as advised by the information in the Sexual Violence and Sexual harassment guidance’ May2018

The child’s wishes

- The child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Systems and processes will operate with the best interests of the child at their heart.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

- Children may need a social worker due to safeguarding or welfare needs. Local Authorities should share the fact a child has a social worker ,and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes.
- Where children need a social worker, this should inform decisions about safeguarding (e.g. responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (e.g considering the provision of pastoral and/or academic support, alongside action by statutory authorities).
- Findings from the Children in Need review “improving the educational outcomes of Children in Need of help and protection contains further information and the conclusion of the review “Help, protection, education” sets out action Government is taking to support this.

Looked after children and previously looked after children

- That staff have the skills, knowledge and understanding necessary to keep looked after children and previously looked after children safe and that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher

- They appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training and follows the guidance Promoting the Education of looked after and Previously looked after children Feb 2018. This role will also be included in the post holders job description

Virtual school heads

- The designated teacher works with the virtual school head to discuss how looked after children funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Children with special educational needs and disabilities

- Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in 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 disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Children requiring mental health support

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our LGBs should ensure that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clawer referral and accountability systems.

Supporting children with mental health issues

Perry Hall Multi-Academy Trust recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year.
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Perry Hall Multi-Academy Trust recognises these needs and rights and is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

All schools within the Trust should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and Trust ethos all promote the mental health of the whole Trust community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole Trust community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision.

The implementation of the policy for promoting positive mental health in schools:

- Will give schools a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in schools
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Child/Staff/Volunteer well-being
- Staff/Governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals, Gateway, Health Service, Social Care
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's responsibility.

7. Roles and Responsibilities

Designated Safeguarding Lead (ANNEX B KCSIE 2020)

At Perry Hall Multi-Academy Trust the designated lead in line with Keeping Children Safe in Education 2020 is expected to:

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact for the three safeguarding partners (Local Safeguarding Partnerships)
- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to

define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

All Staff

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. We extend this level of duty to include all of the staff, supply staff and volunteers who work within Perry Hall Multi-Academy Trust.

- All staff have a responsibility to provide a safe environment in which children can learn;
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed;
- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children;
- During induction all staff members will be made aware of the systems within our Trust which support safeguarding, and these will be explained to them as part of their induction. This includes: the safeguarding/child protection policy; the staff behaviour policy/code of conduct; KCSIE 2020, role of the DSL and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff members will be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;
- Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and talk to the DSL;
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the DSL and other adults that wish to keep them safe, in an age appropriate manner. Under no circumstances, should staff agree to keep information a secret, even if they intend to share it;

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the Trust procedures for dealing with children who go missing, particularly on repeat occasions. This includes reporting concerns of absence.

All staff should be aware of the child protection referral procedure to MASH and where the trust policy cannot be followed for any reason then they should make a referral to children’s social care should a child be considered at risk of or have suffered significant harm, not being able to pass concerns on to the DSL or their deputy is not an excuse for allowing a child to remain at risk.

Supply staff, volunteers, work experience and students

The DSL and/or the CEO, Head/Deputy Headteacher will explain the responsibility of reporting any concerns about children’s safety and welfare to the DSL. Further, they will be briefed on the Trust’s

confidentiality policy and the code of conduct that we expect from all within our Trust.

Therefore volunteers and students have the responsibility to:

- Work within the Trust's code of conduct, KCSIE 2020 safeguarding/child protection policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the DSL.

Parental responsibilities

At Perry Hall Multi-Academy Trust we have an open door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers.

Children's responsibilities

In our Trust we respect our children. The atmosphere within our Trust is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. Children will always be taken seriously and listened to if they seek help from a member of staff. Our Trust encourages all pupils to share any worries or concerns with any adult in the Trust at any time.

8 .Confidentiality and information sharing

Our Trust schools adopt the principles outlined in the DfE Information Sharing Guidance (July 2018)

We recognise that all matters relating to child protection are confidential. The CEO / Headteacher , Head or DSLs will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe. All information and data is stored securely and any information or data is shared on a need to know basis. GDPR is not a barrier to sharing concerns regarding children's welfare. "Data protection: toolkit for schools" offers guidance to support the schools with data protection activity, including compliance with GDPR.

9 .Communication with parents

Our Trust school's will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The Trust schools will endeavour to ensure that parents have an understanding of the responsibilities placed on the School's and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the schools within our Trust has to consult with other agencies without a parent or carer's prior knowledge. Our first concern and responsibility is the child's welfare and we have a duty to protect children first and always. Such

consultation may result in a formal referral, which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our Trust will follow the procedures required by the Local Safeguarding Partnership.

Our Trust will employ the services of an interpreter if required.

10. Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff are expected to be vigilant at all times, taking account of the following.

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

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

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

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

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or

non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some signs:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- Neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs they should not presume that the child is being abused, but **MUST** report their concerns to the DSL or TRUSTEE.

Domestic Abuse: Children living with domestic abuse and violence are supported through various means, including referring the child and their family to 'Strengthening Families' workers, Early Help Assessments, 1-1 emotional support in school and wishes and feelings work with the Trust's AEP.

Children Missing from Education (KCSIE – Annex A)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital

warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Our Trust will notify the local authority if it is to remove a pupil from its register for any of the five grounds above. This will be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

Our Trust will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Child Sexual Exploitation (CSE)

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

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. *Child Sexual Exploitation FEB 2017*

Our staff will report any concerns regarding Children at risk of CSE to the DSL.

'Honour Based Abuse'

So-called 'honour-based' abuse (HBA) encompasses incidents and crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and will be handled and escalated as such. If staff have any concerns they will speak to the designated safeguarding lead.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-
Mandatory reporting of female genital mutilation procedural information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

At Perry Hall Multi-Academy Trust teachers must also report their concerns and share the information with the DSL following the Trust’s procedures for recording and reporting. The teacher then will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Our staff will call contact the police on 101

Some warning signs:

- Difficulty walking, sitting or standing;
- Unusual behaviour after an absence from school;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Trust staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Further Guidance and Information on HBA, FGM and Forced Marriage - indicators and actions

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found

on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Schools can play an important role in safeguarding children from forced marriage. Our staff are familiar with the issue of forced marriage, Honour Based Abuse and FGM.

If staff have any concerns regarding FGM, Forced Marriage and Honour Based Abuse they will report to the DSL. The DSL will support the individual teacher to fulfil their duty to report to the police and/or social care.

Preventing Radicalisation

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At Perry Hall Multi-Academy Trust we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our DSL will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensures that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the schools' IT curriculum.

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 online so involvement with particular groups may not be apparent);
- Secretive behaviour;
- Online 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; and
- Advocating violence towards others.

At Perry Hall Multi-Academy Trust, we aim to build the children's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, SRE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff.

The Department for Education has also published advice for schools on the Prevent duty. The advice is

intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched 'Educate against hate' a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#).

E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

Our staff will co-operate with local Channel panels as required.

Peer on peer/ child on child abuse

At Perry Hall Multi-Academy Trust we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children. We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Trust's relevant policy e.g. behaviour policy.

ALL allegations will be taken seriously, in Perry Hall Multi-Academy Trust schools we understand that 'abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". (KCSIE 2020) ALL allegations will be carefully considered and all decisions will be made on a case by case basis in consultations with social care. Referral under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse and criminal and sexual exploitation and sexting. Other gender issues that can be prevalent when dealing with peer on peer abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found.

If the allegation:

- Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and

- Indicates that young children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.

Sexual abuse including sexting and gender based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

Sexual exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Prevention, assessing and minimising the risks

Within Perry Hall Multi-Academy Trust school's we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, SRE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness, protective behaviours and keeping safe to those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.

Procedure to manage peer on peer allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) will be informed;
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL should contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the Trust's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the Trust's usual behaviour procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Support and care

Within Perry Hall Multi-Academy Trust Schools, we recognise and understand that peer on peer allegations will be very distressing situations for all concerned - children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

Sexual Violence and Sexual Harassment between children in Schools and Colleges

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

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

Staff should be aware of the importance of:

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

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children Missing education
- Children Missing from home or care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking
- County Lines
- Child criminal exploitation (CCE)
- Upskirting

Child criminal exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity

- a) in exchange for something the victim needs or wants, and/or
- b) for the financial or other advantage of the perpetrator or facilitator, and/or
- c) through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

CCE can include children being forced to work in factories, being coerced into moving drugs (county lines), forced to shoplift or pick pocket, or to threaten other young people.

County Lines

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young

- people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Upskirting

The Voyeurism (offences) Act, which is commonly known as the Upskirting Act came into force on April 12 2019. Upskirting is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and/or knowledge. With the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation distress or alarm. It is a criminal offence and any gender can be a victim.

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the Designated Safeguarding Lead.

11. Private fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for 28 days or more. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

Trust staff will 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. Our Trust is aware that we need to report any private fostering arrangements that we become aware of to the Local Authority.

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

12. Advice - What to do if a child discloses

All staff within the Trust will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DO'S

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action;
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day;
- At all times, keep children and young people safe;
- Treat everyone with respect;
- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarize yourself with the Trust's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the Trust's procedures for reporting safeguarding and welfare concerns;
- Follow the Trust's procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself – ask for support.

DON'TS

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc;
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;

- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;
- Allow children/young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children/young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours.

13. Recording and reporting concerns and disclosures

Any incident reported to you by a child or member of staff should be record on CPOMS.

14. Child protection procedures

Upon receipt of a incident log notification, the DSL will make a decision and seek advice to determine whether the concern/disclosure meets a threshold for support

The DSL will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Advice is to complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs the DSL or deputy will discuss the issues with the child's parents/carers. The DSL will obtain parental consent for an Early Help Assessment to be completed.

Is this a child in need? Section 17 of the Children Act 1989 says:

- The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;
- The child's health or development is likely to be impaired, or further impaired without the provision of such services; and
- The child has a disability.

Is this a Child Protection matter? Section 47 of the Children Act 1989 says:

- Children at risk or who are suffering significant harm;

- Children suffering the effects of significant harm; and
- Serious health problems.

All concerns, child with unmet needs, Child in Need and Child Protection matters, should be discussed with the Designated Safeguarding Lead and will need to be assessed and referred using the correct channels by the school as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making a referral

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anybody can make a referral. Although, where a child is registered at school, consultation should take place with the school's DSL or Deputy, who will often be the most appropriate person to initiate any referral. A written record of the concerns should be made using the schools internal recording form. This should be used to aid in the decision making process if a referral is needed to the MASH/Central Referral Hub.

For referral to the MASH/Central Referral Hub and speak to a social worker. Any action will need to be followed up with a written confirmation on the MARF (Multi Agency Referral form).

15. Voice of the child

Children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

16. Record keeping

At Perry Hall Multi-Academy Trust all records of concerns and safeguarding/child protection files are stored separately from the child's school file. They are locked in a secure location.

If a child moves school, our school will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and our school will obtain a receipt from the receiving school.

17. Looked after children, previously looked after children and the virtual school Headteacher

Our Looked After Children Lead is:

Berrybrook – Kayleigh Penny
Dunstall Hill – Lauren Macdonald
Perry Hall – Carol Russell
Stanley Road – Claire Alвити
Woodthorne – Laura Swann
Bird's Bush – Jo Davies
Forest Hills – Kate Daley

Our LAC lead will undertake any relevant training to update their skills, understanding and knowledge enable them to keep our looked after children safe. Our Looked after children lead will promote the educational, physical, social and emotional welfare of children who are looked after.

Our LAC Lead will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child within the Trust;
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child's social worker;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual school headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

18. Children with special educational needs and disabilities

At Perry Hall Multi-Academy Trust we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

These 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 disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

We will ensure we have appropriate mechanisms in place to assist these children.

Examples of mechanisms:

- Suitably qualified professionals (Inclusion manager and SEND lead)
- Suitable training
- Referrals to specialist agencies
- Use of communication packages
- Use of signs and symbols

- One to one support for communication
- Appropriate IT aides

19. Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the Local Safeguarding Partnership. Upon appointment and starting the new post, new staff, supply staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex A and annex B, Whistleblowing policy, code of conduct and other relevant safeguarding information. They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

20. Training

Designated Safeguarding Lead

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

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

Staff training

All staff members will receive regular (termly) safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Trust and LGB recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Governor training

All Governors are invited and encouraged to attend safeguarding training.

Safer recruitment training

Our Trust will ensure that at least one member of any recruitment panel has received safer recruitment training.

21. Safer working practices

Our Trust has a code of conduct, all staff, supply staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the Sexual offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or other's parents will be informed.

22. Safer recruitment

In order to create a safe environment for our children our Trust will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education 2020

Our Trust will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our Trust adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

Our Trust understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our Trust will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our Trust makes decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a

person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a school, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; and
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the Trust requires an enhanced DBS certificate, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching.

It is the responsibility of all staff members to self-disclose under the Childcare Act 2006 to the Trust regarding living with or being associated with a barred or prohibited person.

(Academies and Free schools only)

For anyone appointed to a management position an additional check will be undertaken, called Section 128 direction, to ensure they are not prohibited or restricted from taking part in the management of the school.

A European Economic Area (EEA) check will also be completed if required to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

Our Trust keeps a Single Central Record for each school that complies with all the requirements. The Single Central Record is held within the Business Team and is made accessible to and monitored by the Headteacher and/ or Chair of Governors and named safeguarding governor at regular intervals.

The Single Central Record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- for independent schools, including academies and free schools, all members of the proprietor body;
- volunteers;
- Governors; and agency and third-party staff

The following information will be recorded on the Single Central Record:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A section 128 check (for management positions in independent schools(including free schools and academies));
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

Our Trust will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates.

All applicants **MUST** show their current original DBS certificate to the school as soon as they take up post.

23. Management of allegations

Our Trust has adopted the LA 'Grey Book' Managing Allegations Policy.

Our Trust policy complies with the guidance set out in Part four of Keeping Children Safe in Education 2020.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

Has the member of staff/volunteer:

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

If an allegation is made against a member of staff or volunteer the Headteacher /Head of School must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If an allegation is made against the Headteacher / Head of School, the chair of the LGB, and in the case of the CEO the chair of the Trust Board must contact the Designated Officer immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Whilst the school is not the employer of a supply teacher, the school will ensure that allegations are dealt with properly. We will not cease a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The LGB should discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. The supply agency should be fully involved and cooperate in any enquires from the LADO. Police and /or children's social care. The schools will take the lead on investigations. Schools will provide any supply agencies they work with about their process for managing allegations. The agency's HR manager or equivalent should be invited to any meetings and kept up to date where possible.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our Trust will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our Trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Within our Trust Schools we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS *must* be made, if the criteria are met (outlined in KCSiE 2020)

24. Whistleblowing

All staff, volunteers and parents at Perry Hall Multi-Academy Trust should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our CEO, Headteacher/ Head of School, governing body and senior leadership team. Trust has adopted a Whistleblowing policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our CEO, Headteacher / Head of School, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our CEO, Headteacher / Head of School, LGB or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

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 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

25. Curriculum and e-safety

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Sex and Relations Education (SRE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our Trust teaches the children how to keep themselves safe through;

- Safeside visit
- Cycling proficiency
- Swimming lessons
- Educational visits
- PCSO – Talks on bullying, cyber-bullying, stranger danger, firework and park safety
- 'People Who Help Us' topics
- PSHE/ assemblies
- SRE/ school nurses
- British values/ virtues and values
- NSPCC workshops

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off-site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and filed within the 'Visits Folders.'

(See Educational Visits Policy for further information)

E-Safety curriculum and computing, use of mobile technology (See separate policies for further information)

Trust IT Co-Ordinators:

Perry Hall Primary –Leigha Taylor
Berrybrook Primary – Amie Worthy
Dunstall Primary – Daniel Blake
Birds Bush Primary – Dawn Hall
Woodthorne – Tom Johnston
Stanley Road – Gren Wilson
Forest Hills – Thomas Kay

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it is already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly computing and IT lessons, PSHE and SRE.

At Perry Hall Multi-Academy Trust:

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the Trust policy on mobile phones.

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices (See separate policies for further information)

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed the police will be informed.

We recognize that many aspects of the curriculum can be enhanced by the use of multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents and visitors are asked not to use mobile phones when visiting the schools within our Trust and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents / visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to schools within our Trust never use a personal device

(mobile phone, digital camera or digital video recorder) to take photographs of pupils.

School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

26. Monitoring policy and practice

Our Safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Our policy will be published on our website and paper copies are available upon request.

Where pupils are educated offsite the school will ensure that all safeguarding procedures are followed.

Forest Hills Primary School

Safeguarding Policy and Procedures.

This policy applies to all staff, including senior managers and the board of Trustees, paid staff, volunteers and sessional workers, agency staff and students, or anyone working on behalf of Forest Hills Primary School.

The Purpose of this policy is:

- To protect children and young people attending our school
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection, including local issues that impact on our pupils and their families.

Forest Hills Primary School is committed to the protection and welfare of its staff and pupils. Forest Hills Primary School believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Legal Framework

This policy has been drawn up on the basis of the law, guidance and research evidence that seeks to protect children, namely:

- Keeping Children Safe in Education 2020
- Working together to Safeguard children 2018
- The Channel Programme 2018
- Information sharing: advice for practitioners providing safeguarding services 2018
- The Designated Teacher for Looked After children and previously-looked after children 2018
- Criminal exploitation of children and vulnerable adults: county lines 2017
- Sexual Violence and Sexual Harassment and Sexual Violence in Schools and Colleges 2018
- Safeguarding and Radicalisation 2017
- Child sexual exploitation: definition and guide for practitioners 2017
- Supporting Pupils with Medical conditions at School 2017
- Digital Economy Act 2017
- Multi Agency Statutory Guidance on Female Genital Mutilation 2018
- Children Missing Education 2016
- Mental Health and Behaviour in Schools 2018
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015

- Protecting Children from Radicalisation: the prevent duty 2015
- Special educational needs and disability code of practice: 0 to 25 years 2015
- Children Act 1989, 2004
- Education Act 2002, 2011
- Families and Social Work Act 2017
- Children and Young Persons Act 2008
- Safeguarding Vulnerable Groups Act 2006
- Protections of Freedoms Act 2012
- Children and Families Act 2014
- Adoption and Children Act 2002
- Female Genital Mutilation Act 2003
- Sexual offences Act 2003
- Children and Adoption Act 2006
- UNCRC 1991
- Counter terrorism and Security Act 2015

This policy should be read in conjunction with the PHMAT related policies and procedures.

- Safeguarding policy
- Safer Recruitment, induction and training
- Role of the Designated Safeguarding Lead
- Managing Allegations Against Staff
- Recording and Information Sharing
- Code of conduct for staff and Volunteers
- E-Safety Policy
- Behaviour Management
- Physical intervention
- Anti-bullying
- Complaints
- Whistleblowing
- Health and Safety
- Equality and Diversity
- Lone working policy
- Attendance policy

Key information about Forest Hills Primary School

Forest Hills Primary School		Contact Details
Pupils on Roll	105	
Designated Safeguarding Lead	Darryl Asbury (Executive Headteacher)	01889 221890 07766 525017
	Sarah Powell (Head of School)	01889 221890 07963 816978
Deputy Safeguarding Leads	Mrs Kate Daley (EYFS Leader)	01889 221890
Other members of Pastoral Team		
SENCO	Mr Darryl Asbury Mrs Sophie Power	01889 221890
Children in Care Teacher	Mrs Kate Daley	01889 221890
Link Safeguarding Governor	Dr L James	01889 221890

Our Local Partners		
Safeguarding Partners/LSCB	Staffordshire	www.staffsscb.org.uk
Threshold Model	‘Accessing the right help at the right time’	
LADO	Paul Cooper Linda Hancock Mandy Parkinson	Staffordshire.lado@staffordshire.gov.uk
Education Safeguarding Leads	Roz Randall Viki Hulme	0800 131 3126 0345 604 2886
MASH First Response	Referrals	0800 1313 126 firstr@staffordshire.gov.uk
Out of Hours/EDT	Referrals	As above
Children’s Disability Team	Social care Aim High	01785 278072 aiminghigh@staffordshire.gov.uk
Prevent Counter-Terrorism Team (CTU)	Police: Prevent	01785 232054 prevent@staffordshire.pnn.police.uk
FGM	Police	101 or 999
Police		101 0300 123 4455 MASH: 01785 235350
Staffordshire CSE Lead	Stacey Black	Stacey.Black@staffordshire.gov.uk
Staffordshire Virtual School Head	Sarah Rivers: Headteacher, Virtual School for Looked After Children	01785 854195 sarah.rivers@staffordshire.gov.uk
Ofsted dedicated Whistleblowing Hotline		0300 123 3155
Trust CEO	Amarjit Cheema	01902 555615

Definition of safeguarding children:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as; protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (The term children includes everyone under the age of 18.) Working Together to Safeguard Children 2018

We Recognise:

- That the Welfare of the Child is Paramount, as enshrined in the Children Act 1989, and that all actions and decisions should be child centred and in the best interest of the child.
- All Children regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation should be treated equally, and fairly and their rights protected
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Children with Special Educational Needs (SEND) are more at risk of peer isolation, bullying, and their behaviours, injuries, and mood can be as a result of abuse or trauma, not just a feature of their disability
- Working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare
- As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered, Working together to Safeguard children 2018
- Abuse can happen anywhere, at any time and can be committed by anybody

Our Schools identified concerns

Although we aim to protect children from all forms of Abuse and Neglect, through historical information and records we have identified specific issues that impact more than others on our children and families. We will ensure that staff can manage these issues by providing additional training, and information. To support children around these issues we will work on a one to one, class, and whole school basis, by developing curriculum and providing information. Where necessary we will engage other agencies and support using Early help, Child in need and Child Protection interventions.

We have identified these issues as:

- Domestic Abuse
- Faith Based Abuse
- Children Missing from Education, Home or Care
- Relationship Abuse
- County Lines, Criminal Exploitation
- Child Sexual Exploitation
- Mental Health and Behaviour
- Drugs
- Trafficking
- FGM
- Forced Marriage and 'Honour based violence'
- Radicalisation
- Gangs
- Violence against women and girls

We aim to keep all children and young people safe by:

- Valuing them, listening to and respecting them
- Appointing a DSL and deputies to ensure there is always someone available for staff and pupils
- Identifying additional needs and offering the right help at the right time
- Taking action where concerns are identified and acting without delay
- Appointing a member of the governing body for safeguarding
- Adopt child protection and safeguarding practices through clear policies and procedures
- Ensure safer recruitment procedures are followed
- Ensure all staff and volunteers follow the staff code of conduct
- Training staff to ensure they are efficient safeguarding practitioners
- Challenging unsafe or poor practice, using our procedures to manage allegations against staff and volunteers appropriately
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Recording and storing information professionally and securely and in line with GDPR, Working together to safeguard children 2018, page19
- Sharing information about safeguarding and good practice with children, their families, staff and

volunteers, via, our website, leaflets, poster, one-to-one discussions

- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Creating and maintaining an anti-bullying environment and ensuring we follow our policy and procedures to help us deal effectively with any bullying that does arise
- Ensure we have effective complaints and whistleblowing measures in place
- Ensuring that we provided a safe physical environment for pupils, staff and volunteers, by applying health and safety measures in accordance with the Law and regulatory guidance

This policy comes into force September 2020 and will be reviewed in July 2021, or in line with any changes instructed by the secretary of state if sooner.

Additional Information

- Appendix A: Keeping children Safe in Education 2020
- Appendix B: School Initial Concern Recording form
- Appendix C: Childs Body Map
- Appendix D: Signs and symptoms of Abuse
- Appendix E: Staffordshire Thresholds of Needs and Support in Staffordshire
- Appendix F: Useful information on Gangs, Domestic Violence, Drugs, FGM, Forced Marriage, CSE, and radicalisation

Safeguarding Procedures What

to do if a child discloses

All staff within the Trust will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DOS:

- Keep an open mind
- Reassure
- Listen carefully
- Work at the child's pace
- Where appropriate, ask only open questions in a non-leading way – clarifying the facts, don't interrogate
- Explain your actions
- Record accurately and quickly using child's words/action
- Pass all the information on to the DSL, or the deputy DSL immediately/soon as possible or the same day
- At all times, keep children and young people safe
- Treat everyone with respect

- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- Report all inappropriate and/or abusive activities, including ridicule or bullying
- Familiarise yourself with the Trust's code of conduct, and other related policies
- Demonstrate positive behaviours you wish others to follow
- Treat all health and safety concerns as emergencies and report them immediately
- Follow the Trust's procedures for reporting safeguarding and welfare concerns
- Follow the Trust's procedures for reporting all allegations against staff, carers and volunteers
- Look after yourself – ask for support.

DON'TS:

- Make false promises
- Interrupt, Interrogate or investigate
- Assume e.g. this child tells lies/good imagination
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc
- Tell the child to go and speak to someone else
- Discuss with parent/carers without speaking to the DSL, or their deputy
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around
- Jump to conclusions about people's behaviour without knowing the facts
- Investigate an allegation of child protection concern yourself
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people
- Create 'intense' personal relationships with a child/young person/s
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason
- Allow children/young people to have access to your personal activities, including social networking sites
- Have inappropriate physical contact with children/young people, this includes whilst playing games
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility – it is... and it's also yours

Any other concerns need to be recorded on the Initial concerns sheet and passed to the DSL or their Deputies.

All concerns and additional needs should be discussed with the DSL or Deputies and a record kept.

Where you have concerns regarding the effectiveness of support for pupils and their families you should press for re-consideration, and follow procedures to check senior management decisions regarding individual children or case management.