This policy has been written using guidance from LDST and Sefton Safeguarding Board.
TRUST PRAYER

We thank you God of Love, for the gift of children, bless the work of our Trust, that in all we do young people may grow in wisdom and stature, and so come to know you, to love you and to serve you as Jesus did, We make our prayer in his name who is God with you and the Holy Spirit now and forever. Amen
1. **Child Protection Statement:**

'Each school within the Trust is committed to safeguarding children and promoting children’s welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. Our schools seek to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.’

'Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (DfE 2018)

2. **Definitions:**

A child includes anyone under the age of 18.

Child protection: 'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.’

Safeguarding Children: 'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.’

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (Keeping Children Safe in Education DfE 2018)

3. **Policy Aims:**

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately;
- To ensure that the practice of each school within the Trust meets local and national guidance.

4. **Key Principles:**

- The child’s needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded;
- Keeping Children Safe in Education (DfE 2018) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned;
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- Each school within the Trust recognises that scrutiny, challenge and supervision are key to safeguarding children;
- Each school within the Trust is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem
emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE 2018);

• ‘All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.’ (DfE 2018);

• ‘All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.’ (DFE 2018);

• All staff have responsibility to report their concerns about a child without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children’s Services, anyone can refer their concerns to children’s social care directly in emergencies or if they feel they need to do so;

• Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. ‘Concerns about a child should always lead to help for a child at some point.’ (DfE 2018);

• Each school within the Trust will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. ‘Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’ Working Together to Safeguard Children (DfE 2018);

• Each school within The Trust will follow the Local Authority and the Local Safeguarding Children’s Board’s procedures and provide them with information as required;

• Staff, children and families will need support following child protection processes being followed;

• Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Designated member or staff for Safeguarding

The Designated Safeguarding Children Lead is head teacher Mrs Susan Kerwin and the Designated Teacher for safeguarding, deputy safeguarding lead, is deputy head teacher Mrs Paula Dwan. Both Mrs Kerwin and Mrs Dwan attend safeguarding training on a two year cycle to ensure that school is updated with current procedures and practice.

All staff receive regular safeguarding training and updates from Sefton. Staff have also taken part in PREVENT training delivered by Merseyside Police, ensuring that staff are aware of signals to spot radicalisation in young people and their families.

The nominated governor for safeguarding is Mr Frank Maguire. He regularly monitors the Safeguarding Policy and receives safeguarding information from the head teacher at termly governors meetings (see appendix D)

6. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance ‘Keeping Children Safe in Education (DfE 2018). This Child Protection Policy should be read alongside this
statutory guidance and all staff must read and understand at least part 1 and Annexe A of this guidance.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. There may be a need for immediate protection whilst the assessment is carried out.

A ‘child in need’ is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2018) provides additional guidance and clearly states:
‘Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies.’

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide Early Help before child protection is required:
‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE 2018)

Each school within the Trust therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Local Safeguarding Children Board’s Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2018 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers:
‘The Prevent Duty’ (June 2018). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Each school within the Trust will ensure that staff are aware of the indicators of extremism and radicalisation and how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children’s Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an ‘educate against hate’ website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) 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:
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 consider and discuss any such case with the school or college’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.’ DFE 2018

Each school within The Trust will also consult the government guidance Multi-agency Statutory Guidance on Female Genital Mutilation (revised 2018). In addition, each school within The Trust recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk DfE 2018)

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The Teaching Standards (DfE 2013) also requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;

- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions;

- showing tolerance of and respect for the rights of others.

In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

Each school within the Trust will also take account of additional DFE guidance including:

- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DfE 2017)

- Working Together to Safeguard Children (DfE 2018)

- What to do if you are worried a child is being abused 2018-Advice for practitioners (DfE 2018)

- The Prevent Duty -Departmental advice for schools and childcare providers (DfE 2018)

- How social media is used to encourage travel to Syria and Iraq (DfE Briefing note for schools)

- Disqualification under the Childcare Act 2006
The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

**Safeguarding Framework:**

In addition to this child protection policy each school within the Trust has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and accessibility plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
The Local Governing Body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2018) and Working Together to Safeguard Children (DfE 2018);
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB’s ‘Responding to Needs Framework’;
- The Child Protection Policy is reviewed annually by the full governing body and available to parents, normally via the school’s website;
- All adults working within the school are aware of the school’s code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2018);
- The school’s practice is reviewed in line with LDST policy, Local Authority guidance, Local Safeguarding Children Board (LSCB) priorities and any actions identified in the Local Authority 175 Audit are completed;
- There is a named Designated Safeguarding Lead who is a member of the school’s leadership team. There are colleagues trained to provide cover for the role;
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school;
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher;
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body;
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the head teacher review the school’s single central record;
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice;
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use;
- It scrutinises the impact of the school’s training strategy so that all staff, including temporary staff and volunteers, are aware of the school’s child protection procedures. All staff must have child protection training which is regularly updated;
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students;
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team;
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.
Local Governing Bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school’s compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention.)

**The Head Teacher will ensure that:**

- The Single Central Record is up to date and the safer recruitment practices set out in *Keeping Children Safe in Education (DfE 2018)* are followed in line with the school’s Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training;
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding;
- There is a listening culture within each school within The Trust where both staff and children are able to raise concerns about poor or unsafe practices;
- Referrals are made to the Disclosure and Barring Service and/or the National College of School Leadership as appropriate;
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff;
- The Designated Safeguarding Lead has a job description in keeping with the requirements of *Keeping Children Safe in Education 2018* and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training;
- The curriculum provides opportunities to help students stay safe especially when online. Children should be aware of the support available to them;
- They quality assure the school’s child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff’s emotional needs are met.

**Designated Safeguarding Lead**

*Keeping Children Safe in Education DfE 2018* sets out the broad areas of responsibility for the Designated Safeguarding Lead:

**Manage referrals**

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children’s social care as required; (See appendix B)
- Support staff who make referrals to local authority children’s social care ensuring that supervision is offered and given when appropriate (see appendix C)
- 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**

• Liaise with the head teacher 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 (all cases which concern a staff member); and

• Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

**Undertake 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, 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 the schools 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 Each school within The Trust 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;

• 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, and any measures our 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 our school's 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 in this;

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

There children leave 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.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in our 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 mediums is acceptable.

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

In addition to the role outlined in Keeping Children Safe, the Designated Safeguarding Lead is also expected to ensure that:

- Children’s Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting;

- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates;

- Child Protection Records are kept securely and separately from the child’s normal file;

- Schools attend and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner;

- School escalate concerns with other agencies when a child’s needs are not being met; and

- All staff read and understand Part 1 and Annexe A of the DfE (2018) guidance ‘Keeping Children Safe in Education’ and make available to them other key documents and guidance.

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment;
• Read and understand as a minimum Part 1 and Annexe A of the DfE (2018) guidance ‘Keeping Children Safe in Education’ and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in Part 1 of the DfE (2018) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger;

• Report any concerns about a child’s welfare without delay to the Designated Safeguarding Lead or any of the safeguarding team; using the correct form and body map, if needed. Staff should not ask leading questions and should record conversations using the child’s words (see appendix A)

• Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff;

• Understand their responsibility to escalate their concerns and ‘press for reconsideration’ if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children’s Services if required to;

• Teachers and those providing teaching must personally report to the police cases where they discover that an act of FGM appears to have been carried out;

• Follow the school’s policies including this child protection policy and the school’s code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2018);

• Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as ‘banter’ or ‘part of growing up’. The DfE states ‘peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.’ Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school’s pastoral system and referred to specialist agencies including, as examples, ‘CAMHs’, ‘Brook’ and ‘Barnardo’s’. A risk assessment may need to be in place. Each school within The Trust curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including ‘sexting’ or ‘initiation/hazing’ behaviours.

• Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. ‘Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. 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
The DfE has provided additional practice guidance ‘Safeguarding Disabled Children’ (DfE 2009.)

- Have access to the school’s managing allegations against adults procedures and whistle blowing policy;
- (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);
- Have access to ‘What to do if you are worried a child is being abused’ (DFE 2018)

6. Procedures for reporting Child Protection or Child Welfare Concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of each school within The Trust Leadership Team. This should be followed by a written account of the concerns completed on the school’s Child Protection/Child Welfare Incident Form;
- Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services;
- The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures and consider the child’s needs alongside the LSCB’s Levels of Needs/Responding to Needs Framework and consider whether an early help assessment or referral to children’s services is needed;
- Concerns about a child should always lead to help for a child. Each school within The Trust may need to escalate its concerns with Children’s Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

‘School Improvement Liverpool Schools’ Safeguarding Handbook’ and Part 1 of Keeping Children Safe in Education (DfE 2018) provides key flowcharts and guidance to support staff and volunteers understanding and decision making. **This will support staff to make a referral themselves should that become necessary.**

‘School Improvement Liverpool Schools’ Safeguarding Handbook’ will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure.

Any staff member who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 21-27 of Keeping Children Safe in Education (DfE 2018.) Staff may be required to support social workers and other agencies following any referral.

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

7. Additional child protection guidance provided to all adults working with young people which will include:

- Part 1 and Annexe A of Keeping Children Safe in Education (DfE 2018);
- The School’s Code of Conduct for staff and volunteers;
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2018);
- A flowchart summarising the child protection procedures;
- Definitions of abuse or neglect and possible indicators;
- Identified groups of children more vulnerable to abuse;
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation, Extremism and Radicalisation, Neglect and Online safety;
- Dealing with allegations against staff and volunteers procedures;
- Whistleblowing procedures;
- 'What to do if you are worried a child is being abused 2018 – Advice for practitioners' (DfE 2018)

8. On-line safety, data protection and the use of digital photographic equipment

The school's On-line/E-safety/ Acceptable User policy clearly outlines the way in which each school within The Trust uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers for using new technologies, mobile phones and personal photographic equipment around children. Each school within The Trust will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'.

Staff should bring immediately to the attention of the Designated Safeguarding Lead and senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

9. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.
10. Private Fostering

Each school within The Trust has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education.

11. Complaints

Complaints about safeguarding should follow the school's complaints policy. The Trust and Local Authority also have whistle blowing procedures.

Important contact information
**Appendix A**

**Record of concern about a child/young person’s safety and welfare**

**Part 1** (for use by any staff – must be handwritten and legible)

<table>
<thead>
<tr>
<th>Pupil’s name:</th>
<th>Date of birth:</th>
<th>Class/Form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; time of incident:</td>
<td>Date &amp; time (of writing):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (print):</th>
<th>Job title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
</tr>
</tbody>
</table>

Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. *(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.)*

What is the pupil’s perspective?

Professional opinion, where relevant *(how and why might this have happened?)*

Any other relevant information. Previous concerns etc. *(distinguish between fact and opinion)*

Note actions, including names of anyone to whom your information was passed and when
Body Map
This must be completed at time of observation

Name of Pupil: _______________________________ Date of Birth: ____________________

Name of Staff: _______________________________ Job title: _______________________

Date and time of observation: ________________________________________________
Name of Pupil:                      Date and time of observation:  

Printed Name, Signature and Job title of staff:  

Check to make sure your report is clear to someone else reading it.

Please pass this form to your DSL without delay
### Appendix B

#### Part 2 (for use by DSL)

<table>
<thead>
<tr>
<th>Information received by DSL:</th>
<th>Date:</th>
<th>Time completed:</th>
<th>From whom:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any advice <strong>sought</strong>, if applicable</td>
<td>Date:</td>
<td>Time completed:</td>
<td>From: name/organisation:</td>
</tr>
</tbody>
</table>

Advice received:

| Action taken with reasons recorded  
(e.g. MARF completed, monitoring advice given to appropriate staff,) | Date: | Time completed: | By whom: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>Date:</td>
<td>Time completed:</td>
<td>By whom:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/carer informed?</th>
<th>Y</th>
<th>Who spoken to:</th>
<th>Date:</th>
<th>Time:</th>
<th>By whom:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Detail reason:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is any additional detail

---

**Note:** This form is used to record information, advice sought, action taken, and outcomes related to cases handled by the Direct Support Liaison (DSL). It is intended to provide a clear record of interactions and decisions made, facilitating effective communication and follow-up with relevant parties.
<table>
<thead>
<tr>
<th>held, if so where?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior safeguarding history</td>
<td></td>
</tr>
<tr>
<td>No. of previous records of concern:</td>
<td></td>
</tr>
<tr>
<td>Has the child been subject of Early Help assessment?</td>
<td></td>
</tr>
<tr>
<td>Currently on CP Plan (CPP) / Child in Need Plan (CiN)</td>
<td></td>
</tr>
<tr>
<td>Previously on CP Plan (CPP) / Child in Need Plan (CiN)</td>
<td></td>
</tr>
<tr>
<td>Is child known to other agencies?</td>
<td>Y / N</td>
</tr>
<tr>
<td>Name of DSL:</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Supervision statement

Supervision is typically a structured conversation between a colleague who has direct oversight of cases involving child welfare, safeguarding and child protection issues and their line manager. This meeting should take place at least monthly and may need to take place more regularly if the school has a great deal of safeguarding activity or individual cases need greater oversight. Some of the best models of supervision involve peers working together. If schools are uncertain about the phrase ‘supervision’ they might prefer to use the term: ‘Safe and best practice conversation’, ‘Safeguarding Consultation’ or ‘Managerial Oversight’

Supervision aims to:

- support the caseworker to understand and manage their own emotions and well-being.
- review the actions and decisions made for a child to ensure policy, guidance and best practice are being followed.
- enable the caseworker to reflect and analyse barriers to progress so that appropriate actions can be developed and the child’s needs met.
- enable the caseworker to manage their workload, identify priorities and work with other agencies to manage risk.
- enable the school to consider if any risks around the child have increased and whether the school needs to escalate their concerns with Children’s Services and other agencies.

Supervision is critical for anyone who undertakes the role of Designated Safeguarding Lead. It is also vital for any staff who support the Designated Safeguarding Lead and act as the key worker for the child or attend case conferences on behalf of the school (e.g. Head of Year, Form Teacher, Class teacher or Learning Mentor). There should be documentary evidence of supervision. For schools, supervision and performance management are separate processes although issues raised during supervision may inform performance management.

Whilst the principal model of supervision is a dialogue between the caseworker and their line manager, schools should also consider adopting a team approach which enables colleagues to challenge their collective practices, ensuring the child’s needs are being met. Schools should consider including the School Nurse and Education Welfare Officer in these extended team meetings.

Supervision should complement the day to day conversations colleagues have about safeguarding and the regular cycle of school meetings which may include safeguarding as an agenda item. Supervision should also compliment the school’s other strategies that enable the school to quality assure its safeguarding practices, including an internal audit of the school’s child protection files using the record keeping auditing tool.

Developing an effective model of supervision

A key message from serious case reviews over time both locally and nationally is that effective supervision isn’t always present in each agency’s practice. Most recently a local review of practice evidenced effective supervision which managed to address a shortcoming in practice. This highlights the importance of all agencies and schools carrying out effective supervision on a regular basis.
Working Together to Safeguard Children (2018) reinforces the need for supervision:

‘Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively’

**Which staff should be involved in ‘supervision’?**

The Headteacher, Designated Safeguarding Lead and Safeguarding Team must be involved in the school’s supervision arrangements. In addition, other frontline practitioners including the school’s own attendance officer, SENCO or key pastoral staff would benefit from supervision.

In addition, the Early Years Foundation Stage (DFE, 2017) states:

‘Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.’

**What is ‘supervision’?**

Supervision is a **reflective conversation** which aims to provide opportunity to:

- review workload/caseload
- review the emotional well-being of staff and signpost to further support as necessary
- explore feelings and the emotional impact of safeguarding work
- identify effective and good practice
- ensure Local Safeguarding Children Board protocols and national practice standards are being met
- identify any ‘learning’ arising from case reviews
- identify training needs
- support and challenge the actions and decisions taken by reviewing all concerns received by the safeguarding team and all open cases (Early Help, Child in Need and Child Protection)
- reinforce the need to escalate concerns when this is required
- ensure there is no professional ‘drift’ around cases and safeguarding concerns
- problem solve and find solutions
- share information to support learning and understanding
- reinforce roles and responsibilities
- celebrate achievements and give regular constructive feedback

**Key features of effective of supervision**

Supervision should:

- be timetabled for a specific amount of time
- be supportive and non-threatening for the member of staff
- be formal but friendly
- provide opportunity for professional development and dialogue
- be focussed on children’s needs and well-being
- be provided in a comfortable yet private setting in ‘protected’ time and free from all but urgent
interruptions
• be interactive and develop understanding and skills
• have documented actions that are recorded and revisited
• follow an agreed agenda

What are the different models of supervision?

Whilst there should always be regular timetabled supervision that does not mean additional unplanned ‘ad-hoc’ sessions cannot take place. Supervision builds upon ‘day to day’ safeguarding conversations with teams.

There should **always** be opportunity for one-to-one supervision for those involved in safeguarding casework. This is often a **line-manager** model but can also be a **peer to peer** model.

**Group** supervision is an effective way of supplementing one-to-one supervision, providing opportunities to collectively review cases, share learning and reinforce practice expectations.

How often should supervision take place?

This will depend on:

• whether one-to-one supervision is being supplemented with group supervision.
• the number of concerns and cases being managed by the safeguarding team.
• the experience of each individual

**However,** if decisions on cases are not discussed and reviewed regularly then **the opportunity to intervene promptly is lost.**

Some settings may meet as a safeguarding team fortnightly and even weekly, providing opportunities for further one-to-one supervision meetings on a monthly or six weekly basis.

What attributes are needed by those ‘receiving and providing’ supervision?

• good active listening skills
• emotional intelligence
• willingness to engage in the process
• willingness to offer and accept constructive feedback
• ability to maintain a balance between considering the needs of the member of staff whilst remaining child focussed
• willingness to learn together
# Supervision checklist

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you timetable supervision meetings in an appropriate and ‘safe’ place for staff?</td>
<td></td>
</tr>
<tr>
<td>Do you provide opportunity for both one-to-one and group/team supervision?</td>
<td></td>
</tr>
<tr>
<td>Do the meetings involve everyone who undertakes safeguarding decisions including, where applicable: learning mentors, pastoral officers, SENCO etc?</td>
<td></td>
</tr>
<tr>
<td>Do you discuss all cases open to children’s services? (child protection and child in need)</td>
<td></td>
</tr>
<tr>
<td>Do you discuss all early help assessments?</td>
<td></td>
</tr>
<tr>
<td>Do you discuss all other children for whom you are monitoring their welfare? (pre-early help assessment)</td>
<td></td>
</tr>
<tr>
<td>Do you consider the emotional well-being of the member of staff?</td>
<td></td>
</tr>
<tr>
<td>Do you review if actions taken by the school or other agencies are completed and in a timely way?</td>
<td></td>
</tr>
<tr>
<td>Do you evaluate if the child’s needs have changed?</td>
<td></td>
</tr>
<tr>
<td>Do you evaluate if record keeping meets practice standards?</td>
<td></td>
</tr>
<tr>
<td>Do you review if a multi-agency referral form was completed for all referrals to children’s services?</td>
<td></td>
</tr>
<tr>
<td>Do you review if consent (when required) was gained before a referral to children’s services was made or whether the parents were informed of the referral?</td>
<td></td>
</tr>
<tr>
<td>Do you review if meetings about children have been attended and information shared?</td>
<td></td>
</tr>
<tr>
<td>Do you consider if the child’s needs and wishes have been heard and acted upon?</td>
<td></td>
</tr>
<tr>
<td>Do you involve the school nurse or EWO or community police officer in half-termy ‘team around the school/child’ meetings to discuss children’s needs?</td>
<td></td>
</tr>
<tr>
<td>Do you consider if any training needs emerge from supervision meetings?</td>
<td></td>
</tr>
<tr>
<td>Do you consider if staff are managing their casework effectively and the emotional demands of individual cases?</td>
<td></td>
</tr>
<tr>
<td>Do you keep rolling notes of supervision meetings, identifying any further actions?</td>
<td></td>
</tr>
</tbody>
</table>
Record of safeguarding supervision

Date:

Professionals present:

Proposed agenda to include:

- Workload and well-being
- Case reflection
- Review of practice standards
- Identified learning
- Professional development needs
- Agreed actions
- AOB

Outcomes and actions agreed (to be reviewed at next meeting):

<table>
<thead>
<tr>
<th>Outcomes/Actions</th>
<th>By whom</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed: ________________________

Signed: ________________________
Termly Safeguarding Report to Governors:

Governors should scrutinise the following data and consider how it supports their consideration of the effectiveness of the school’s policies and procedures

<table>
<thead>
<tr>
<th>Termly Safeguarding Report to Governors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governors should scrutinise the following data and consider how it supports their consideration of the</td>
</tr>
<tr>
<td>effectiveness of the school’s policies and procedures.</td>
</tr>
<tr>
<td>Number of new Child Protection (level 4) referrals made</td>
</tr>
<tr>
<td>Number of new Child in Need (level 4) referrals made</td>
</tr>
<tr>
<td>Number of new Early Help Assessment Tools raised (level 2 and 3) (EHATs)</td>
</tr>
<tr>
<td>Total number of students subject to Child Protection plans</td>
</tr>
<tr>
<td>Total number of students subject to Child In Need plans</td>
</tr>
<tr>
<td>Total number of students subject to Early Help Assessments</td>
</tr>
<tr>
<td>Total number of students subject to Early Help Assessments where the school acts as the lead professional</td>
</tr>
<tr>
<td>Number and circumstances of allegations against staff referred to the LADO</td>
</tr>
<tr>
<td>Number of Children in Care (LAC)</td>
</tr>
<tr>
<td>Number of children who are privately fostered</td>
</tr>
<tr>
<td>Number of children who are Young Carers</td>
</tr>
<tr>
<td>Number of bullying incidents by categories e.g. cyberbullying, homophobic, physical, emotional etc (reference gender, ethnicity, FSM and year group)</td>
</tr>
<tr>
<td>Number of racist incidents (reference gender, ethnicity and year group)</td>
</tr>
<tr>
<td>Number of exclusions (reference SEN, gender, FSM ethnicity and year group)</td>
</tr>
<tr>
<td>Number of children taken off roll including those relating to safeguarding issues, concerns raised or complaints</td>
</tr>
<tr>
<td>How many Operation Encompass notifications has the school had?</td>
</tr>
<tr>
<td>How many Operation Encompass notifications have led to EHATs being raised?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How many Operation Encompass notifications have led to a referral to Children’s Services for statutory services?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of CSE?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of FGM?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of forced marriage?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of extremism and radicalisation?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of criminal exploitation or gang activity?</td>
</tr>
<tr>
<td>How many referrals have been made to Children’s Services in respect of children missing from education?</td>
</tr>
<tr>
<td>How many children attend Alternative Education Provision?</td>
</tr>
<tr>
<td>How many children attend Alternative Education Provision are subject to multi-agency plans (Early Help Assessment, CIN, CP)?</td>
</tr>
</tbody>
</table>

**Further prompts for reporting to governors:**

- What does the analysis of all behaviour data tell us? What actions have been taken as a result of this analysis? What evidence is there of the impact of these actions?

- What does the analysis of all attendance data tell us? What actions have been taken as a result of this analysis? What evidence is there of the impact of these actions? How does the school monitor and act upon unauthorised and unexplained absences?

- How does the school monitor the welfare of those regularly missing from education? Are children physically seen in their own home to confirm their welfare when they are regularly not attending school? What is the impact of multi-agency work for children regularly missing from school or home?

- How does the school monitor the attendance and progress of children at Alternative Education Provision? Does the school know on a daily basis the child’s attendance and work with other agencies to safeguard them as robustly as it does for all children?

- Have new staff been inducted in respect of safeguarding? How was this achieved and what materials were shared with them?

- How have all staff and volunteers been updated in respect of their safeguarding training? What new areas of safeguarding were shared with them?
- What evidence is there that all staff (including new staff) and volunteers understand their responsibilities, and have read and understood part one of Keeping Children Safe in Education?

- Did the Headteacher attend the ‘Annual Headteachers’ Safeguarding Briefings’? What actions have arisen for the school?

- Did the Designated Safeguarding Lead (and those who provide cover for this role) attend the ‘Annual Refresher Training for Designated Safeguarding Leads’? What actions are there for the school?

- How is the work of the Designated Safeguarding Lead (and those who provide cover for this role) supervised?

- How is the evidence base for the Local Authority 175 Audit quality assured?

- What actions arose from the Local Authority 175 Audit and how is the completion of these monitored?

- How has the Headteacher quality assured the Single Central Record and personnel files to ensure that safer recruitment practices are followed?

- How has the Headteacher quality assured the school’s secure safeguarding records to ensure they are compliant with local and national guidance?

- What actions have arisen from meetings between the Link Safeguarding Governor and the Designated Safeguarding Lead?

- What are the views of pupils and parents/carers? Do students feel safe? Can they identify adults who will hear their concerns?

- What evidence is there of the effectiveness of curriculum opportunities to help children keep safe? How has the safeguarding curriculum influenced their thinking?