

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST

**BOURNE ACADEMY
&
SPALDING ACADEMY**

**CHILD PROTECTION &
SAFEGUARDING POLICY**

September 2018

SAFEGUARDING POLICY FOR THE SLAT

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SLAT SAFEGUARDING POLICY

Ratified by the Governing Body: **March 2017 (Version 3)**
Now Due September 2018 (Version 4)

To be reviewed annually

Version number: **FOUR** *Policy Author Mrs Lucy Conley*

1. POLICY STATEMENT

1.1 This policy sets out how the South Lincolnshire Academies Trust (SLAT) is carrying out its statutory responsibility to safeguard and promote the welfare of students in accordance with Section 157 of the Education Act 2002.

1.2 The SLAT, which currently has two schools; Bourne Academy and Spalding Academy, is committed to providing an environment which safeguards and promotes the welfare, safety and health and guidance of our students. The SLAT recognises the importance of the contribution it can make to protecting and supporting students across the school.

1.3 Safeguarding is defined as;

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

1.4 The SLAT is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;

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- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.5 There are three key elements to this policy on child protection:

- **Prevention:** The SLAT will provide a supportive and open environment in all schools within the Trust and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully.
- **Protection:** The SLAT will ensure that each member of staff in all schools within the Trust has an up to date DBS check and is trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **Support:** The SLAT ethos provides structured systems of support for all students in all schools in the Trust. Where necessary a child protection plan will be put in place.

1.6 Equally, the SLAT also seeks to establish and maintain an environment where staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.

1.7 This policy fully takes into account the guidance as outlined by **Keeping Children Safe in Education (latest update May 2018 - with changes included in this policy)** and **Working Together to Safeguard Children (latest update August 2018)**. In the broadest sense these two documents outline the following:

- Both schools are aware of and follow the procedures established by the Local Safeguarding Children Board (LSCB) 5 year training pathway and receive a safeguarding update at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.
- A Designated Safeguarding Lead known as the Senior Designated Safeguarding Manager (DSM) should have responsibility for co-ordinating action within the school and liaising with other agencies.

1.8 The SLAT endorses a consistent message from research, which has been reinforced in every high profile enquiry on child protection, being that 'children are best protected when professionals are clear about what is responsibility'.

1.9 As identified by the Lord Laming report, the SLAT emphasises that safeguarding is **everybody's** responsibility - **the SLAT moto in all of the schools within the Trust is that 'It Could Happen Here'**.

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1.10 Key documents with which this policy is in accordance include:

- 2018 August Update - Working Together to Safeguard Children;
- 2018 May Update - Keeping Children Safe in Education;
- Prevent Duty Update-Legislation & schools Counter Terrorism and Security Act 2015;
- The Children and Families Act 2014;
- The Teacher Standards Document 2012;
- 2012 Protection of Freedoms Act;
- The Education Act 2011;
- Dealing with allegations of abuse against teachers & staff (DFE 2011); 2011 Munro Review of Child Protection;
- Prevent Strategy 2011 (updated 2015);
- Education (England) Regulations 2010;
- Safeguarding on work related learning & work experience 2010;
- Information Sharing: Guidance for Practitioners and Managers 2009;
- Safeguarding Children and Safer Recruitment in Education 2007;
- 2007 Safeguarding Children and Safer Recruitment in Education;
- What to do if you are worried a Child is being Abused 2006;
- 2006 Safeguarding Vulnerable Groups Act;
- The Children Act 2004;
- 2003 Every Child Matters;
- 2003 Sexual Offences Act;
- Laming Report (2003)–Victoria Climbié & “Baby Peter” Review (2009);
- Bichard Inquiry (2003) following the Soham murders;
- S.175/157 Education Act 2002 (Lauren Wright);
- Education Act 2002;
- 2000 Framework for the Assessment of Children in Need & Families;
- 1999 Protection of Children Act;
- The Children Act 1989 and 2004.

1.11 In accordance with the principles outlined in ‘Safeguarding Children and Safer Recruitment’ (2007) the SLAT commits to work in partnership with the Lincolnshire Safeguarding Children Board (LSCB) and other agencies to help prevent, protect and support children at risk in each of the schools within the Trust. This co-operation includes a senior member of staff attending Child Protection conferences and other inter-agency meetings.

1.12 The SLAT will designate at least one senior member of staff to be the Designated Safeguarding Lead in each school within the Trust, known as the Senior Designated Safeguarding Manager (DSM) for Child Protection and ensure that this person receives appropriate training to undertake the role (see Appendix 1: Key Personnel).

1.13 The SLAT will work in conjunction with parents and carers and other external agencies whenever it is in the child’s interests to do so.

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1.14 The SLAT will keep confidential, accurate and up to date records that record concerns about the welfare and behaviour of a student. These records will be overseen and maintained by the DSM in each of the schools within the Trust, working with the non-teaching Deputy Designated Safeguarding Manager (see Appendix 1: Key Personnel)

1.15 The SLAT will provide a curriculum in each of the schools within the Trust that aims to raise awareness amongst students about keeping safe and raise self-esteem and the confidence to share their concerns with adults.

2. Who does this policy apply to?

2.1 This policy applies to all students, all staff working for or on behalf of the SLAT, Trustees, Local Advisory Board (LAB) members and visitors and any volunteers who come into the school building.

2.2 It is the duty of all staff employed by the SLAT to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy in line with Section 7 of the Education (Independent Schools Standards - England) Regulations, 2010. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.

2.3 **The SLAT maintains an attitude of: *'It Could Happen Here'*.**

3. Who is responsible for carrying out this policy?

3.1 It is the duty of all staff employed by the SLAT to accept and understand their responsibilities for safeguarding and to follow the agreed principles and procedures outlined in this policy in line with Section 7 of the Education (Independent Schools Standards) Regulations 2010.

3.2 It is the responsibility of the Executive Head Teacher, acting on behalf of the Trustees and LAB members, to ensure that this policy is adhered to.

3.3 It is the responsibility of the Executive Head Teacher, with the support of senior leaders, to ensure that all staff in each school within the Trust are aware of and understand the SLAT's policy on safeguarding.

3.4 It is the responsibility of the Executive Head Teacher to ensure a designated senior person in each school within the Trust is appointed as the designated safeguarding lead, known as the Designated Safeguarding Manager (DSM) for Child Protection for the school and that a Deputy DSM is in place and that the name and the responsibilities of these people are known to all staff (see Appendix 1: Key

3.5 It is the responsibility of the Executive Head Teacher to promote an environment in which students feel safe and are listened to and this includes ensuring that the curriculum includes safeguarding and how to keep safe in each school within the Trust.

3.6 It is the responsibility of the Executive Head Teacher to ensure that the SLAT whistle blowing policy and procedures are in place and that any allegations against staff are responded to appropriately.

3.7 It is the responsibility of the Executive Head Teacher to respond to any safeguarding allegations or concerns about staff in any Trust school appropriately implementing the appropriate disciplinary and appeals procedures as required.

3.8 It is the responsibility of the DSM to ensure that all staff in each school within the Trust receive initial training and appropriate update training every year on an annual basis on safeguarding, including how to recognise the signs and symptoms of abuse.

3.9 If the DSM is unavailable or absent then a deputy DSM will act as the DSM.

3.10 It is the responsibility of the DSM to ensure that parents and carers are informed of the safeguarding procedures by a statement in each of the Trust schools prospectus and have access to the safeguarding policy and procedures on the school website, with reminders and updates issued as necessary, i.e. via letters or newsletters.

3.11 It is the responsibility of the DSM to ensure effective communication takes place between each of the Trust schools and other external agencies in respect of safeguarding, including representation on the local Children Safeguarding Board, the Local Operational Team, the Alternative Provision Group, Team around the Child (TAC) boards and other relevant groups as necessary.

3.12 It is the responsibility of the DSM to ensure that Trustees and LAB members are briefed and informed of their responsibilities in safeguarding through annual training on safeguarding and how to support school staff in their safeguarding role.

3.13 It is the responsibility of the Trustees and LAB members to ensure that policies and procedures are implemented which provide a duty of care to young people, safeguard their wellbeing and protect them from abuse and to respect and promote the rights and feelings of young people, in accordance with the DFE guidance.

3.14 It is the responsibility of the Trustees to ensure that the Head Teacher and the

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DSM have the SLATs Safeguarding policy and procedures in place and that these are reviewed annually and to appoint a nominated Safeguarding Trustee and LAB member to monitor the implementation of the Safeguarding policy in each of the Trust Schools. It is also the responsibility of the Trustees to ensure that a staff code of conduct policy is in place (see Appendix 12: The Role of the Governing Body).

3.15 It is the responsibility of the Safeguarding LAB member in each of the Trust Schools to report to the SLAT Trustees that the safeguarding policy and procedures are in place for each school within the Trust and to report to the Trustees annually on any safeguarding updates, including reported numbers of safeguarding incidents, in the Safeguarding Report to the Trustees.

3.16 It is the Governing Body's responsibility to ensure that safe recruitment checks are carried out in line with statutory requirements, as set out in Safeguarding Children and Safer Recruitment in Education.

4. What are the core aims of this policy?

4.1 To ensure that all necessary internal and inter-agency child protection procedures are in place as required within each of the Trust schools.

4.2 To give guidance to staff to ensure best practice.

4.3 To demonstrate the links with other relevant policies to safeguard the general welfare of children.

4.4 To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff within each of the Trust schools.

4.5 To identify key individuals and their specific roles within each of the Trust schools.

5. What are the principles behind this policy?

5.1 The Executive Head Teacher and the Trustees recognise that the welfare and safety of students in each of the Trust schools is always of paramount consideration and will work together with parents, carers and other agencies to safeguard and promote the welfare of the child.

5.2 The Executive Head Teacher and the Trustees recognise that all children regardless of age, special needs or disability, racial or cultural heritage, religious belief, gender or sexual orientation have the right to be protected from ill treatment and neglect and to experience a good standard of care.

5.3 The Executive Head Teacher and the Trustees recognise that all children have the right to be heard and that the wishes and feelings of the child should be sought and influence the decision making.

5.4 All incidents and allegations of suspicious or poor practice or abuse will be taken seriously and responded to appropriately within each of the Trust schools.

5.5 There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within each of the Trust schools.

6. Procedures

6.1 SLAT Recruitment and Selection of Staff

6.1.1 Safer recruitment should be reflected in every stage of the process and safeguarding judgements need to be made, in differing degrees, in relation to all those that a student in school may come into contact with, as they may be perceived to be safe and trustworthy adults.

6.1.2 All advertisements for vacancies across the school will make reference to the school's commitment to safeguarding children and young people.

6.1.3 The recruitment and selection of all employees will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2011, the School Staffing (England) Regulations 2009 and the statutory guidance, Safeguarding Children and Safer Recruitment in Education Settings and the school's equal opportunities policy (See appendix 2: Disqualification by Association).

6.1.4 The school will ensure that the Executive Head Teacher, the Deputy Executive Head Teacher, the Operational Rapid Improvement Team (ORIT), a minimum of three Trustees, the Chair of each LAB within the Trust, the staff with DSM responsibility and HR & Personnel Manager within each Trust school have received training in Safer Recruitment and that all interview selection panels have a member of trained staff on them.

6.1.5 The SLAT will ensure that its recruitment and selection procedures includes clear systems to vet all applicants including:

- An SLAT application form is completed for all applicants.
- Following up two professional references, including at least one who can comment on the applicant's suitability to work with children.
- Requesting copies of original qualifications.
- Ensuring appropriate police checks are made and enhanced DBS disclosures

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obtained, including those relevant teacher status checks for nationals of an (European Economic Area) EEA country teaching in the UK, such as relevant visa information.

- Reference to and awareness of safeguarding issues is addressed during the interview process.

6.1.6 Where the SLAT recruits temporary or supply staff through an agency, the relevant school within the trust will ensure the following through the relevant agency:

- References obtained via the agency as necessary.
- Ensuring appropriate police checks and an enhanced DBS disclosure are in place.
- Documentary evidence of the candidate's identity.

6.1.7 The SLAT will maintain a single central record (SCR) for each school within the Trust of all school employees and agency staff which will include:

- Disclosure and Barring Service (DBS) checks as appropriate to their role.
- Evidence of qualifications.
- Evidence of permission and suitability to work with children and young people for staff who are not nationals of an (European Economic Area) EEA country.
- All school contract details and information including; working hours, working weeks, salary information and any management or leadership responsibilities.
- A record of relevant personnel information given in respect of the school's code of conduct policy, disciplinary policy, social networking policy, whistle blowing policy and capability policy. Including records such as informal professional advice; coaching support guidance; verbal or written warnings.

6.1.8 The Executive Head Teacher will review the SCR with the DSM and the HR & Personnel manager within each of the Trust schools three times a year and the Chair of each LAB, who is also a Trustee, will review the SCR on an annual basis.

6.1.9 When a member of staff joins any of the Trust schools school mid-year, they will receive the relevant introduction and safeguarding training from the DSM or Deputy DSM and the Personnel Manager (see Appendix 14).

6.1.10 NB: Any mid-year student joiners in any of the Trust schools will be given all relevant information on the safeguarding team, as part of the admission process by the DSM or Deputy DSM (see Appendix 15).

6.2 Safeguarding Children and Child Protection

6.2.1 Child abuse is covered by the term "significant harm" and is defined in the

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Adoption and Children Act 2002 in the following way:

- “Harm” means ill-treatment or the impairment of health or development.
- “Development” means physical, intellectual, emotional, social or behavioural development.
- “Health” means physical or mental health.
- “Ill-treatment” includes sexual abuse and forms of ill-treatment which are not physical.

6.2.2 It is not always easy to recognise a situation where abuse may occur or has already taken place. All SLAT school staff have the responsibility to act if they have any concerns about the behaviour of an individual towards a student.

6.2.3 All SLAT staff should be aware that the four main categories of abuse are:

- Physical
- Emotional
- Sexual
- Neglect

6.2.4 All SLAT staff should be concerned about a student if he/she presents with indicators of possible significant harm (Appendix 3 – Signs and Symptoms of Possible Significant Harm).

6.2.5 Key areas of safeguarding that SLAT staff should be aware of include:

- Student’s Health and Safety;
- Bullying-including cyber-bullying by text message, sexting, social networking sites etc.
- Racist abuse;
- Harassment and discrimination;
- Use of physical intervention;
- Meeting the needs of students with medical conditions - outlined in The Child and Families Act 2014;
- Providing First Aid;
- Female Genital Mutilation (Appendix 4 describes this in more detail);
- Domestic Violence (Appendix 5 describes this in more detail);
- Drug and Substance misuse (Appendix 6 describes this in more detail);
- Educational visits (the school Trips & Visits policy outlines this in more detail);
- Intimate care;
- Issues specific to a particular area, for example gang activity;
- Child sexual exploitation (Appendix 7 describes this in more detail);
- Britishness (Appendix 8 describes this in more detail);
- Mental Health;
- Radicalisation (Appendix 9 describes this in more detail);
- Trafficking;
- Fabricated illness;

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- Faith abuse;
- Gender based violence;
- Private fostering;
- Teenage relationship abuse;
- Force Marriage;
- Self-Harm;
- Youth Produced Sexual Imagery - Sexting;
- Peer on Peer Abuse.

6.2.6 If a child discloses that he or she has been abused in some way, the member of SLAT staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Not promise confidentiality – it might be necessary to refer to Children’s Services: Safeguarding and Specialist Services;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;
- Listen, only asking questions when necessary to clarify;
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record (see Record Keeping-see 6.4), informing the child that you are doing so;
- Pass the information on immediately to the DSM or a member of the Designated safeguarding Team (as outlined in Appendix 1-Key Personnel) without delay.

6.2.7 All SLAT staff should use the **My Concern** software that is linked to the school’s data management system SIMS, or the school **cause for concern form** to record any early or significant concern (see Appendix 10: reporting a cause for concern, for more details). If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, the member of staff, regardless of whether they are concerned or not, **must always discuss their concerns with the DSM, or a member of the Designated Safeguarding Team** (as outlined in Appendix 1-Key Personnel) **without delay**.

6.2.8 Any member of SLAT staff that suspects or has evidence of child abuse must immediately contact the Designated Senior Manager (DSM) or a member of the Designated Safeguarding Team within the relevant Trust school for handling these issues. **They must not start their own investigation**. Contact must also be made with the DSM if a member of staff has any suspicion or act of child abuse or neglect reported to them.

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6.2.9 From this point on, the DSM in each of the Trust schools will keep a confidential record of all comments, actions and observations. These records will be recorded on My Concern or filed, kept securely and access will only be given to the DSM, the Designated Safeguarding Team and the Executive Head Teacher (as outlined in Appendix 1-Key Personnel)

6.2.10 The DSM in each of the Trust schools will automatically inform the Executive Head Teacher of any new cases and any further developments in ongoing cases. The DSM will advise on the next step or steps and liaise with any external agencies outside school that may be necessary.

6.2.11 The relevant Trust school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSM will make contact with the parent in the event of a concern, suspicion or disclosure.

6.2.12 If the DSM in one of the SLAT schools believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

6.2.13 If the DSM in one of the Trust schools believes that "a child is experiencing or may have already experienced abuse or neglect" or "is at risk of suffering significant harm" either now or in the future then the school will comply with the procedures of the Local Safeguarding Children Board (LSCB).

6.3 Responding and Referring

6.3.1 The SLAT schools will work in partnership with other agencies in the best interests of the children. The SLAT schools will, where necessary, liaise with the school nurse and make referrals to children's social care.

6.3.2 Referrals will be made by the DSM or Deputy DSM in each of the Trust schools to the Multi-Agency Safeguarding Team.

6.3.3 Where a child in one of the Trust schools already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

6.3.4 All schools within the SLAT will co-operate with any child protection enquiries conducted by children's social care: the Trust will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

6.3.5 All schools within the SLAT will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the

meeting.

6.3.6 Where a pupil/student in one of the Trust schools is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

6.3.7 The first step outlined in these procedures is for the DSM to contact the local Children Social Services Department after which a course of action will be agreed and the guidance of Social Services will be followed. If it is advised that a referral should take place the process shall be as follows:

- The referral shall be made to the relevant Children and Young People Service referral team;
- The referral will be made in writing on the safeguarding referral form, unless it is advised by the referral team that a verbal or telephone referral is necessary due to a delay placing the child at further risk of harm;
- Verbal and telephone referrals will be confirmed in writing on a form within 24 hours;
- Where practical, concerns will be discussed with the family and they should be notified that a referral will be made, unless the Children Social Services Department advise that contact should not be made by the school with the family before the referral is submitted.

6.3.2 All Child Protection records for all school in the SLAT will be maintained in a confidential file at the school until the child reaches the age of 25 when they will be destroyed.

6.4 Record keeping

6.4.1 Any member of staff in one of the SLAT schools receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

6.4.2 All records of a child protection nature in one of the Trust schools will be either entered onto My Concern, unless where it is necessary to record handwritten notes. Any handwritten notes in any one of the Trust schools must be given to the DMS for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records for children in one of the SLAT schools must be securely held, separate from the main pupil file, and in a secure place.

6.4.3 When a child in one of the Trust schools who has had a child protection plan leaves the school and/or transfers to another school, the DMS will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.

6.4.4 When a child in one of the Trust schools transfers between schools/colleges or moves school part way through an academic year, all information about any past or current concerns will, if possible, be passed on to the DMS of the receiving school/college. Any records that cannot be passed on will be retained confidentially until the child's 25th birthday.

6.5 The Curriculum

6.5.1 Through the curriculum in any one of the Trust schools, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

6.5.2 There should be opportunities within the curriculum in any one of the Trust schools for students to develop the skills they need to recognise and stay safe from abuse. All students, through the curriculum, should be encouraged to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. There should also be opportunities for students to learn about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

6.6 Training and Development

6.6.1 In addition to the pre-selection checks outlined in 6.1.3 above, the SLAT safeguarding process includes training after recruitment in order to help staff recognise their responsibilities and report any concerns about poor practice or suspected abuse, respond to any concerns expressed by a young person and to work safely and effectively with young people.

6.6.2 The Executive Head Teacher will ensure that the DSM and Deputy DSM in one of the Trust schools receive specialised training on safeguarding and child protection which is updated every two years.

6.6.3 The annual Induction programme for school staff in one of the Trust schools will include training on safeguarding and child protection and familiarisation with this policy, including identification of any Child Protection training needs. The DSM in each of the SLAT schools will ensure that there are additional opportunities for such training throughout the academic year for mid-year starters.

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6.6.4 All SLAT staff will receive refresher training on safeguarding and child protection every year on an annual basis, it is recommended good practice for the DSM in each of the SLAT schools to deliver an annual update. Therefore, all SLAT staff will receive appropriate safeguarding training so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse and neglect and of the appropriate procedures to follow. Temporary SLAT staff and volunteers will be made aware of the safeguarding policies and procedures by the DSM or Deputy DSM in each of the SLAT schools.

6.6.5 The Executive Head Teacher, the Deputy Executive Head Teacher, the Operational Rapid Improvement Team (ORIT), a minimum of three Trustees, the Chair of each LAB within the Trust, the staff with DSM responsibility and HR & Personnel Manager within each Trust school will be trained in Safer Recruitment.

6.6.6 The Executive Head Teacher will ensure that the DSM and the Designated Safeguarding Team in each of the SLAT schools (as outlined in Appendix 1-Key Personnel) will undertake any online safeguarding training modules, as identified as necessary by the DSM; such as the Virtual College (VCTMS) Awareness of Child Abuse module that is required to be undertaken by all of the school pastoral team and disadvantaged student mentors.

6.6.7 Unfortunately there may be an extreme case where it is necessary to restrain a student for their own protection or for the protection of others in one of the SLAT schools. Any restraint will only be carried out by those staff trained in 'Team Teach', such as the Pastoral Manager in each of the SLAT schools. The DSM will identify relevant pastoral staff to undertake the 'Team Teach' training, which will be renewed every three years. If it has been necessary to restrain a child this must be recorded by the DSM and the relevant next steps identified. Parents / carers will always be informed if it has been necessary to use Team Teach (see Point 9 for further details).

6.6.8 **The use of 'reasonable force' in schools:** There are circumstances when it is appropriate for staff in both of the SLAT schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight. 'Reasonable' in SLAT schools and in such circumstances means 'using no more force than is needed'. The use of force should involve passive physical contact where possible, such as standing between pupils or blocking a pupils path. When necessary staff may deem it necessary to use 'active physical contact' such as leading a pupil out of the classroom by the arm. The SLAT believes that the adoption of a 'no contact' policy can leave staff unable to fully support and protect their pupils. **When it is deemed necessary to use 'reasonable force', this must be reported immediately to the DSM Lucy Conley, or the Deputy DSM in each school being Julia Kettle-**

Bourne Academy and Sara Hayward-Spalding Academy, when appropriate in person, followed up with a written report (email) to the DSM and / or reported on MyConcern and followed up with a written report (email) to the DSM.

7. Abuse of Trust & Allegations Against Staff

7.1 Inappropriate behaviour by SLAT staff towards students is unacceptable. Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust in respect of that child, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 is a criminal offence, even if that student is over the age of consent. This applies where the child is in full-time education and the person works or has recently worked in the same establishment as the child, even if s/he does not teach the child.

7.2 Sexual activity does not only relate to an act of penetration, it includes kissing; rubbing; touching outside of clothing; etc. It may 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)

7.3 Concerns about a SLAT colleague: SLAT staff who are concerned about the conduct of a colleague towards a student may worry that they have misunderstood the situation and may wonder whether a report could jeopardise their colleague's career. **All SLAT staff must remember that the welfare of the child is paramount.** Any person who suspects that there may be inappropriate behaviour by SLAT staff towards students must report your concerns, suspicions or uneasiness as soon as possible to the Executive Head Teacher, the Deputy Executive Head Teacher or the DSM. Don't think "What if I'm wrong?", instead think "What if I'm right?", pinpoint what practice is causing you concern and why. The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

7.4 All concerns of poor practice or possible child abuse by SLAT colleagues should be reported to the Executive Head Teacher, the Deputy Executive Head Teacher or the DSM without delay.

7.5 Any member of SLAT staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns about a colleague have been taken seriously should contact the:

- **Local Authority Designated Officer (LADO) directly on 01522 554668**
(Appendix 13)

7.6 All school SLAT staff, Trustee and the Chair of each LAB within the Trust should

be aware of the indicators of sexual grooming that include:

- A child receiving special attention or preferential treatment;
- Excessive time spent alone with a pupil outside of the classroom;
- Frequently spending time with a pupil in private or isolated areas;
- Transporting a pupil possibly to or from school;
- Making friends with a pupils parents and visiting their home;
- Acting as a particular pupil's "listening ear";
- Giving small gifts, money, toys, cards, letters to a child;
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child;
- Overly affectionate behaviour with a child – including verbal and physical behaviour;
- Inappropriate comments or lesson content of a sexual nature;
- 'Private jokes' between a child and an adult that make you feel concerned;
- Other pupils are suspicious and make jokes or references.

7.7 No member of SLAT staff must be in contact with any child at any one of the Trust schools via any form of social networking at all, this includes accepting a child at the school to be a 'friend' by using any form of social networking such as Facebook, snap chat, etc. (see the SLAT's social networking policy for more detail).

7.8 At times it may be necessary for a SLAT staff member to have access to a child's mobile phone details, such as for security on a school trip. In all cases where a member of SLAT staff has access to such details the DSM must be informed in writing, either by email or by using the trips and visits paperwork. As soon as possible, i.e. after any activity or trip, the child's mobile phone details must be deleted from the member of SLAT staff phone. The DSM will follow up to check that this has been managed (see the SLAT's social networking policy for more detail).

7.9 If a member of SLAT staff, the Trustees or the Chair of the LAB's are made aware of any member of SLAT staff having mobile phone / phone or social networking contact with any child at one of the Trust schools they have a duty to report this without delay to the Executive Head Teacher, Deputy Executive Head Teacher or the DSM in the relevant Trust school.

8. Dealing with Allegations of Abuse Against Staff

8.1 Where an allegation is made that a member of SLAT staff has behaved in a way that may have harmed a young person, potentially committed a criminal offence against a young person in one of the SLAT schools or behaved in a way in which indicates s/he is unsuitable to work with children, the person receiving the allegation

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must immediately inform the Executive Head Teacher, Deputy Executive Head Teacher or the DSM in the relevant Trust school.

8.1 The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. This legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, as well as those under 16. 'Grooming' a child or person under 18 with a view to a future sexual relationship may also be an offence in this context.

8.2 The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously. Allegations made against the Executive Head Teacher or the Deputy Executive Head Teacher should be reported to the Chair of the LAB in the relevant SLAT school who will then contact the person against whom the allegation has been made.

8.3 The Executive Head Teacher, Deputy Executive Head Teacher, DSM or Chair of the LAB in the relevant SLAT school will share available information with the Local Authority Designated Officer (LADO) about an allegation as necessary, the child, and the person against whom the allegation has been made.

8.4 The Executive Head Teacher, Deputy Executive Head Teacher, DSM or Chair of the LAB in the relevant SLAT school will contact the LADO to discuss whether:

- No further actions are needed;
- A strategy discussion should take place;
- There should be immediate involvement of the police or social care.

8.4 Where a person has reason to suspect that another member of SLAT staff may have abused a child, **whether in the school or elsewhere** they should immediately inform the DSM or the Executive Head Teacher or the Deputy Executive Head Teacher.

8.5 The person receiving the allegation must make a written record of the allegation using the informant's words including the date, time and place where the alleged incident took place, what was said and if anyone else was present. This record should be signed by the informant and the person receiving the allegation and immediately passed to the DSM or the Executive Head Teacher or the Deputy Executive Head Teacher.

8.6 Where the allegation or concerns are about the Executive Head Teacher or the

Deputy Executive Head Teacher the person receiving the allegation or concern should inform the DSM or Chair of the relevant LAB immediately.

9. Use of physical interventions

9.1 There is an absolute ban on the use by any member of SLAT staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.

9.2 It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),

9.2 Section 93 of the Education and Inspections Act 2006 enables SLAT staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

9.3 All SLAT staff that may be required to use 'reasonable force' will receive the appropriate training (see point 6.6.7 for further details)

9.4 SLAT staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by SLAT staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

10. E-Safety

10.1 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.

10.2 SLAT staff across the Trust have a major responsibility to educate our students; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is

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also important to include parents as much as possible in this process.

10.3 It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using SLAT school equipment providing there is permission to do so from the parents. **SLAT staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.**

10.4 **SLAT staff should not communicate with students through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. SLAT staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site** (see points 7.6 / 7.7 / 7.8 for further details).

11. Filming, photography and images

11.1 The SLAT recognises that the vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. However, some people abuse children through filming and taking or using images.

11.2 The Trust will protect students by:

- Seeking their consent for filming, photographs to be taken or published (for example, on our website or in newspapers or publications) where the student is capable of providing consent;
- Seeking parental consent for filming or photographs to be taken or published;
- Using only the student's first name with an image and only using full names in exceptional circumstances.
- Ensuring students are appropriately dressed in line with the Student Uniform Policy;
- Encouraging students to tell us if they are worried about any film footage or photographs that are taken of them;
- Requesting that no filming or photography is allowed at school public events other than that of the school official nominated photographer.

12. Youth Produced Sexual Imagery - Sexting

12.1 The SLAT has a duty of care towards all students in the SLAT schools and an obligation to support them in being safe the online world as well as the physical world.

12.2 There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as images and videos generated:

- Children under the age of 18;
- Of children under the age of 18 that are of a sexual nature.

12.3 These images are shared between young people and / or adults via a mobile phone, hand held device or websites with people they may not even know.

12.4 Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected by sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

12.5 Any situations involving students in any one of the SLAT schools and youth produced sexual imagery are taken seriously as being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

12.6 The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

12.7 All incidents involving youth produced sexual imagery will be responded to in line with this policy.

12.8 When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSM within the relevant SLAT school as soon as possible and recorded using the usual safeguarding recording system;
- The DSM should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved, if deemed appropriate by the DSM;
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

12.9 Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

12.10 Securing and handing over devices to the police:

- If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able

to come and retrieve it. The SLAT follows the guidance as laid out in the government guidance, 'Searching, screening and confiscation at school'.

13. Peer on Peer Abuse

13.1 Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

13.2 Types of abuse: There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. biting, hitting, kicking, hair pulling etc.
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language touching, sexual assault etc.
- Bullying - physical, name calling, homophobic etc.
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

13.3 The SLAT constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way

13.4 The SLAT recognises that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

13.5 The SLAT supports this by ensuring that all schools within the Trust have an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

13.6 Expected action taken from all SLAT staff:

- Although the type of abuse may have a varying effect on the victim and initiator of the harm, the SLAT expects all staff to follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.
- It is important to deal with a situation of peer abuse immediately and sensitively.
- It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten.
- It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word

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perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

13.7 All SLAT staff are trained in dealing with such incidents via the Trust annual safeguarding training, and are informed how to talk to pupils and how to instigate immediate support in a calm and consistent manner.

13.8 The SLAT staff must not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters, when dealing with peer on peer abuse.

13.9 All incidents of peer on peer abuse are recorded and shared with the DSM using My Concern.

13.10 Information will be shared appropriately with parents/carers as the DSM feels is appropriate.

13.11 Where necessary the DSM will refer incidents of peer on peer abuse to childrens services for further investigation.

14. Safeguarding Students Who Are Vulnerable to Radicalisation

14.1 Since 2010, when the Government published the Prevent Strategy (updated 2015), there has been an awareness of the specific need to safeguard children, young people and families from extremism and violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

14.2 Across the SLAT we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers in any one of the SLAT schools have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

14.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Lincolnshire Safeguarding Children Board (LSCB) is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the SLAT's safeguarding duty.

14.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 9.

14.5 The SLAT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

15. Prevent Risk Reduction

15.1 The SLAT Trustees, the Executive Head Teacher, Deputy Executive Head Teacher and the DSM in each of the Trust schools will assess the level of risk within each of the schools and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of SLAT premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the SLAT's profile, community and philosophy.

16. Prevent Response

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

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

16.3 Our Trust, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for the SLAT schools is Mrs Lucy Conley, the Deputy Executive Head Teacher.

16.4 Staff in all schools in the SLAT will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

16.5 When any member of staff in one of the SLAT schools has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC / DSM.

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

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

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

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

16.9 The SLAT will fulfil its duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

16.10 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty website: WWW.GOV.UK

17. Safeguarding Students Who Are Vulnerable to Exploitation; Forced Marriage; Female Genital Mutilation or Trafficking

17.1 This safeguarding policy and the SLAT's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

17.2 The SLAT keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

17.3 SLAT staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.

17.4 All schools within the SLAT will work with and engage families to talk about such issues as necessary and required.

17.5 SLAT staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

17.6 The DSM and Deputy DSM's in the SLAT schools know where to seek and get advice as necessary.

17.7 The SLAT will bring in experts and uses specialist material to support any work that is required to be carried out

18. Reporting of Female Genital Mutilation (FGM)

18.1 With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

18.2 When a teacher at one of the SLAT schools has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation with the DSM, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

19. Children Who Go Missing from Education

19.1 A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. SLAT staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.

19.2 All schools within the SLAT must notify the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. All schools within the SLAT must also notify the local authority of any student who is to be deleted from the admission register because s/he:

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

20. Children With Additional Needs

20.1 The SLAT recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

20.2 When the SLAT is considering excluding, either fixed term or permanently, a vulnerable pupil from one of the Trust schools and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, the SLAT will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the LAB for the relevant SLAT school.

21. Children in Specific Circumstances-Private Fostering:

21.1 Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled)

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by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

21.2 The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

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

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

21.4 There is a mandatory duty on the carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory. This includes the school reporting on any private fostering arrangements to the local authority.

22. What We Do When We Are Concerned

22.1 Where risk factors are present but there is no evidence of a particular risk then the DSM/SPOC in the relevant SLAT school will advise on preventative work that can be done within the school to engage the pupil into mainstream activities and social groups.

22.2 The DSM in the relevant SLAT school may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk. However, this responsibility can be delegated to another member of the school safeguarding team.

22.3 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSM/SPOC in the relevant SLAT school will notify the Multi-Agency Safeguarding Team of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised;
- The school will review the situation after taking appropriate action to address the concerns.

22.4 The DSM/SPOC in the relevant SLAT school will also offer and seek advice about undertaking an early help assessment and/or will make a referral to children's

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services social care. The local family support and Lincolnshire safeguarding Children Board can assist in this process.

22.5 If the concerns about a student in one of the SLAT schools are significant and meet the additional needs/complex need criteria, they will be referred to Lincolnshire Children Services. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

23. Whistle Blowing

23.1 All SLAT schools will follow the SLAT Whistle Blowing Policy.

23.2 If any member of the SLAT staff have a safeguarding concern they should report this to the Executive Head Teacher, the Deputy Executive Head Teacher or the LAB Chair for one of the SLAT schools.

23.3 SLAT staff can also contact the local authority on 0800 0853716 or whistleblowing@lincolnshire.gov.uk in case a staff member feels they should report to someone outside the school.

23.4 The slat Whistle Blowing policy outlines the Trust's whistleblowing arrangements, that include:

- The people in and outside the school that staff members should report concerns to - as shared in 23.2;
- All SLAT staff and contractors / visitors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals:**
 - **Email: help@nspcc.org.uk**
 - **Telephone: 0800 028 0285 - the line is available from 08.00-20.00 Monday to Friday**
- All SLAT staff and contractors / visitors must be aware that they can use this line if:
 - They believe their concerns won't be dealt with properly or may be covered-up;
 - They have raised a concern but it hasn't been acted upon;
 - They are worried about being treated unfairly.

23.5 All SLAT staff must be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

23.6 SLAT staff can also call the Local Authority Designated Officer (LADO) on:

- **01522 554668**

The LADO details can be found in Appendix 12

24. Confidentiality and Sharing Information

24.1 The SLAT will uphold confidentiality at all times in line with the Data Protection Act Principles to ensure that information is:

- Processed for limited purposes;
- Adequate, relevant and not excessive;
- Accurate;
- Kept no longer than necessary;
- Processed in accordance with the data subject's rights;
- Secure.

24.2 Hard copies of any concern forms in any one of the SLAT's school and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

24.3 Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. **Only encrypted portable media storage can be used at any one of the SLAT schools.**

24.4 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of SLAT staff receives a request from a student or parent to see child protection records, they will refer the request to the Executive Head Teacher, Deputy Executive Head Teacher or the DSM.

24.5 The Data Protection Act does not prevent SLAT staff from sharing information with relevant agencies, where that information may help to protect a child.

25. Complaints

25.1 The SLAT's complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student in any one of the Trust schools that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Executive Head Teacher, the Deputy Executive Head Teacher and the Trustees. Complaints from SLAT staff are dealt with under the SLAT's complaints and disciplinary and grievance procedures (see the SLAT disciplinary policy and grievance policy for more detail).

25.2 Complaints about the Executive Head Teacher should be reported to the DSM

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or the Chair of relevant LAB.

25.3 Complaints about the DSM should be reported to the Executive Head Teacher
or the Chair of relevant LAB.

25.4 Complaints about a SLAT Trustee or a LAB member should be reported to the
Executive Head Teacher or DSM.

26. Policy Review

26.1 This policy will be monitored as part of SLAT annual internal review and
reviewed on a yearly cycle or as required by legislature changes.

APPENDIX 1:

KEY SLAT SAFEGUARDING STAFF

MR LAURENCE REILLY: Executive Head Teacher

Email: Reillyl@bourneacademy.org

MR WILL HAWKINS: Chair of Governors & Safeguarding Governor

Email: Hawkinsw@bourneacademy.org

The Main SLAT Designated Safeguarding Team:

MRS LUCY CONLEY: Deputy Executive Headteacher & Designated Safeguarding Officer (DSM)
Single Point of Contact (SPOC) for both of the SLAT schools

Email: Conleyl@bourneacademy.org

Tel: **07931 300510** (Mobile 24 hour number)

MRS JULIA KETTLE: Safeguarding Manager & Deputy DSM for **Bourne Academy**

Email: Kettlej@bourneacademy.org

Tel: **01778 391209** (Direct School Land Line - School Hours Only)

MRS SARA HAYWARD: Safeguarding Manager & Deputy DSM for **Spalding Academy**

Email: Sara.hayward@spaldingacademy.org.uk

Tel: **01775 722484** (School Number - School Hours Only)

Other Key SLAT Safeguarding Team Contacts:

MR BRETT SINCLAIR: ORIT Deputy Headteacher – Behaviour & Pastoral

Email: Sinclairb@bourneacademy.org

MR MARK BRYAN: Pastoral Manager-BOURNE ACADEMY

Email: Bryanm@bourneacademy.org

MR IAN BILLINGHURST: Pastoral Manager-SPALDING ACADEMY

Email: ian.billinghurst@spaldingacademy.org.uk

SLAT SEN Safeguarding:

MRS REBECCA LECAPLAIN: ORIT Deputy Headteacher & SENCO for the SLAT

Email: Lecaplainr@bourneacademy.org

APPENDIX 2:

Disqualification by Association Information:

In addition to inclusion on the Children's Barred List the wider disqualification criteria includes:

- Being cautioned for or convicted of certain violent and sexual criminal offences against children and adults;
- Grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- Having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- Living in the same household where another person who is disqualified lives or works (disqualification 'by association').

What offences are covered?

The offences are listed in the two documents below. Ofsted have a list of all offences and prohibitions for childcare; the Disclosure and Barring Service list covers offences that would result in a person being placed on the barred list.

- Ofsted: Disqualifications (February 2013);
- DBS: Relevant Offences (September 2014);
- Summary list of offences;
- Disqualification 'by association';
- School staff are disqualified from working in a school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified;
- The 'disqualification by association' criteria dates back to the Childcare (Disqualification) Regulations 2009. When the criteria is met the staff member must inform the headteacher and provide him/her with the relevant details. The school must inform Ofsted within 14 days.

Waiver of disqualification

The disqualified staff member may apply to Ofsted for a waiver, but they must apply themselves and must not work in the school whilst the waiver is being considered.

Head Teachers must ensure that they:

- Ask for this information as part of their pre-employment checks when appointing new staff;
- Ask existing staff whether anyone they live with is disqualified from working with children or young people;
- Ask staff to complete and sign a declaration that they do not meet the 'disqualification by association' criteria;
- Include the supplementary advice in the Safeguarding Policy;
- Are made aware that a member of staff lives in a household with a disqualified person, must prevent the person from continuing to work in the school;
- Inform Ofsted within 14 days.

APPENDIX 3:

Signs and Symptoms of Possible Significant Harm

PHYSICAL ABUSE

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

Indicators in the child:

a) Bruising:

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Linear bruising at any site, particularly on the buttocks, back or face;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks to the upper arms, forearms or leg;
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

b) Fractures:

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick;
- Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury

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is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

c) Mouth Injuries:

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

d) Poisoning:

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

e) Fabricated or Induced Illness:

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

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits;
- Attendance at various hospitals, in different geographical areas;
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions;
- The child developing abnormal attitudes to their own health;
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- Speech, language or motor developmental delays;
- Dislike of close physical contact;
- Attachment disorders;
- Low self esteem;
- Poor quality or no relationships with peers because social interactions are restricted;
- Poor attendance at school and under-achievement.

f) Bite Marks;

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

g) Burns and Scalds:

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It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in;
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet;
- A child getting into too hot water of his or her own accord will struggle to get but and there will be splash marks.

h) Scars:

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / Behavioural presentation:

- Refusal to discuss injuries;
- Admission of punishment which appears excessive;
- Fear of parents being contacted and fear of returning home;
- Withdrawal from physical contact;
- Arms and legs kept covered in hot weather;
- Fear of medical help;
- Aggression towards others;
- Frequently absent from school;
- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury.

Indicators in the parent:

- May have injuries themselves that suggest domestic violence;
- Not seeking medical help/unexplained delay in seeking treatment;
- Reluctant to give information or mention previous injuries;
- Absent without good reason when their child is presented for treatment;
- Disinterested or undisturbed by accident or injury;
- Aggressive towards child or others;
- Unauthorised attempts to administer medication;
- Tries to draw the child into their own illness;

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- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- Wider parenting difficulties may (or may not) be associated with this form of abuse;
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

EMOTIONAL ABUSE

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

Indicators in the child:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Aggressive behaviour towards others;
- Child scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' - difficulty relating to others;
- Over-reaction to mistakes;
- Fear of new situations;

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- Inappropriate emotional responses to painful situations;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- Self-harm;
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Drug/solvent abuse;
- Chronic running away;
- Compulsive stealing;
- Air of detachment – ‘don’t care’ attitude;
- Social isolation – does not join in and has few friends;
- Depression, withdrawal;
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- Fearful, distressed, anxious;
- Poor peer relationships including withdrawn or isolated behaviour Indicators in the parent;
- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- Abnormal attachment to child e.g. overly anxious or disinterest in the child;
- Scapegoats one child in the family;
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection;
- Wider parenting difficulties may (or may not) be associated with this form of abuse Indicators of in the family/environment;
- Lack of support from family or social network;
- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

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

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

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

Indicators in the child:

a) Physical presentation:

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- Failure to thrive or, in older children, short stature;
- Underweight;
- Frequent hunger;
- Dirty, unkempt condition;
- Inadequately clothed, clothing in a poor state of repair;
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- Swollen limbs with sores that are slow to heal, usually associated with cold injury;
- Abnormal voracious appetite;
- Dry, sparse hair;
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhea;
- Unmanaged / untreated health / medical conditions including poor dental health;
- Frequent accidents or injuries

b) Development;

- General delay, especially speech and language delay;
- Inadequate social skills and poor socialization.

c) Emotional / Behavioural presentation:

- Attachment disorders;
- Absence of normal social responsiveness;
- Indiscriminate behaviour in relationships with adults;
- Emotionally needy;
- Compulsive stealing;
- Constant tiredness;
- Frequently absent or late at school;
- Poor self esteem;
- Destructive tendencies;
- Thrives away from home environment;
- Aggressive and impulsive behavior;
- Disturbed peer relationships;
- Self-harming behavior.

Indicators in the parent:

- Dirty, unkempt presentation;
- Inadequately clothed;
- Inadequate social skills and poor socialization;
- Abnormal attachment to the child e.g. anxious;
- Low self-esteem and lack of confidence;
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;

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- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators in the family/environment:

- History of neglect in the family;
- Family marginalised or isolated by the community;
- Family has history of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;
- Lack of opportunities for child to play and learn.

SEXUAL ABUSE

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

Indicators in the child:

a) Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas;
- Recurrent pain on passing urine or faeces;
- Blood on underclothes;
- Sexually transmitted infections;
- Vaginal soreness or bleeding;
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

b) Emotional / Behavioural presentation:

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- Makes a disclosure;
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- Self-harm - eating disorders, self-mutilation and suicide attempts;
- Poor self-image, self-harm, self-hatred;
- Reluctant to undress for PE;
- Running away from home;
- Poor attention / concentration (world of their own);
- Sudden changes in school work habits, become truant;
- Withdrawal, isolation or excessive worrying;
- Inappropriate sexualised conduct;
- Sexually exploited or indiscriminate choice of sexual partners;
- Wetting or other regressive behaviours e.g. thumb sucking;
- Draws sexually explicit pictures;
- Depression.

c) Indicators in the parents:

- Comments made by the parent/carer about the child;
- Lack of sexual boundaries;
- Wider parenting difficulties or vulnerabilities;
- Grooming behavior;
- Parent is a sex offender.

d) Indicators in the family/environment:

- Marginalised or isolated by the community;
- History of mental health, alcohol or drug misuse or domestic violence;
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- Family member is a sex offender.

APPENDIX 4:

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the UK. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

FGM is much more common than many realise, both worldwide and in the UK. It is reportedly practised in 28 African countries and in parts of the Middle and Far East but is increasingly found in Western Europe and other developed countries, primarily amongst immigrant and refugee communities. There are substantial populations from countries where FGM is endemic in London, Liverpool, Birmingham, Sheffield and Cardiff, but it is likely that communities in which FGM is practised reside throughout the UK. It has been estimated that up to 24,000 girls under the age of 15 are at risk of FGM in the UK. The summer holidays, or other extended holiday absence during the school year, are particular periods when schools are encouraged to be alert to the signs of potential or actual abuse.

Designated senior staff for child protection in all of the SLAT schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised.

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

When a teacher at one of the SLAT schools has reasons to suspect that an act of FGM has been carried out on a student, s/he will discuss the situation with the DSM, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

Inspectors should be also alert to this when considering a school's safeguarding arrangements, and where appropriate ask questions of designated staff.

APPENDIX 5:

Domestic Violence

What is domestic violence?

Women's Aid uses the Home Office definition of domestic violence which is:

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

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

**This definition includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.*

Who is at risk?

Research shows that domestic violence is most commonly experienced by women and perpetrated by men. Any woman can experience domestic violence regardless of race, ethnic or religious group, class, disability or lifestyle.

Domestic violence can also take place in lesbian, gay, bi-sexual and transgender relationships, and can involve other family members, including children.

Why does it happen?

All forms of domestic violence - psychological, economic, emotional and physical - come from the abuser's desire for power and control over other family members or intimate partners. Although every situation is unique, there are common factors

involved.

What are the signs of domestic violence?

- Destructive criticism and verbal abuse: shouting/mocking/accusing/name calling/verbally threatening;
- Pressure tactics: sulking, threatening to withhold money, disconnect the telephone, take the car away, commit suicide, take the children away, report you to welfare agencies unless you comply with his demands regarding bringing up the children, lying to your friends and family about you, telling you that you have no choice in any decisions;
- Disrespect: persistently putting you down in front of other people, not listening or responding when you talk, interrupting your telephone calls, taking money from your purse without asking, refusing to help with childcare or housework;
- Breaking trust: lying to you, withholding information from you, being jealous, having other relationships, breaking promises and shared agreements;
- Isolation: monitoring or blocking your telephone calls, telling you where you can and cannot go, preventing you from seeing friends and relatives;
- Harassment: following you, checking up on you, opening your mail, repeatedly checking to see who has telephoned you, embarrassing you in public;
- Threats: making angry gestures, using physical size to intimidate, shouting you down, destroying your possessions, breaking things, punching walls, wielding a knife or a gun, threatening to kill or harm you and the children;
- Sexual violence: using force, threats or intimidation to make you perform sexual acts, having sex with you when you don't want to have sex, any degrading treatment based on your sexual orientation;
- Physical violence: punching, slapping, hitting, biting, pinching, kicking, pulling hair out, pushing, shoving, burning, strangling;
- Denial: saying the abuse doesn't happen, saying you caused the abusive behaviour, being publicly gentle and patient, crying and begging for forgiveness, saying it will never happen again.

Is it a crime?

Domestic violence may comprise a number of different behaviours and consequences, so there is no single criminal offence of “domestic violence”.

However, many forms of domestic violence are crimes – for example, harassment, assault, criminal damage, attempted murder, rape and false imprisonment. Being assaulted, sexually abused, threatened or harassed by a partner or family member is just as much a crime as violence from a stranger, and often more dangerous.

Not all forms of domestic violence are illegal, however; for example, some forms of emotional abuse are not defined as crimes. Nevertheless, these types of violence can also have a serious and lasting impact on a woman's or child's sense well-being and autonomy.

APPENDIX 6:

Drugs / Substance Abuse

What is drug / substance abuse?

Substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes.

Drug abuse can be defined as "the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed."

However, the broad range of substance abuse in today's society is not that simple.

APPENDIX 7:

What is Child Sexual Exploitation?

Child sexual exploitation is when children and young people receive something (such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of the internet or on mobile phones. In all cases, those exploiting the child or young person have power over them because of their age, gender, intellect, physical strength and/or resources. For victims, the pain of their ordeal and fear that they will not be believed means they are too often scared to come forward.

What are the signs?

Often, the victims of sexual exploitation are not aware that they are being exploited. Sometimes, a victim may think they won't be believed - especially if the abuser is the partner of their mum or dad, a relative or close family friend - and so they may be reluctant to ask for help. However, there are a number of tell-tale signs that a child or young person may be being groomed.

These include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behavior;
- Changes in eating pattern

Risks faced by children?

Children at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse. They need help but don't know where to look. Perpetrators of these crimes are becoming increasingly sophisticated, using the internet to protect their identity and trafficking children around the country to avoid detection.

Who can offer additional support?

The NSPCC 24 Hour Child Protection Helpline, is a useful helpline:
Telephone: **0800 800 5000**

The LADO (Lincolnshire Designated Officer): **01522 554668**

APPENDIX 8

Britishness

The SLAT is committed to ensuring that 'British' values underpin all aspects of the education and curriculum offered to its students. Britishness can be taken as 'referring to a sense of national identity of the British people.'

However, it is difficult to create or devise a definition that is agreeable by all.

In many respects, Britishness has a fluidity to it, given the ever changing nature of the multi-cultural mix of people who occupy the British Isles.

Therefore, the SLAT strongly adheres to a view that irrespective of faith, gender, ethnicity or colour, all students are given the same equal opportunity to education.

All students are given the opportunity to enhance their life chances in each of the Trust schools. Every student is encouraged to become a well-rounded citizen, armed with the skills necessary to survive in an ever changing workplace and be capable of making sound moral and ethical decisions.

The following aspects of Britishness are promoted:

- Freedom and democracy;
- Tolerance of different faiths and beliefs;
- Respect of law and order;
- Belief in personal and social responsibility;
- Respect for British institutions, including the Government and the monarchy;
- The welfare state;
- Mutual Respect;
- Individual liberty;
- An awareness and understanding of the constitution;
- An understanding of Britain's global position.

APPENDIX 9

INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

'The demonstration of unacceptable behaviour by using any means or medium to express views which:

- **Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;**
- **Seek to provoke others to terrorist acts;**
- **Encourage other serious criminal activity or seek to provoke others to serious criminal acts;**
- **Foster hatred which might lead to inter-community violence in the UK.'**

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;**
- **Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about**

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identity, faith and belonging;

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

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

More critical risk factors could include:

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

PREVENTING VIOLENT EXTREMISM

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SLAT is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for the SLAT is Lucy Conley, the Deputy Executive Head Teacher.

The responsibility of the SPOC is to:

- Ensure that staff of the SLAT are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

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- Maintain and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raise awareness about the role and responsibilities of Bourne Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitor the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raise awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Act as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information from in relation to referrals of vulnerable students / pupils into the Channel process;
- Attend Channel meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the Channel* Co-ordinator;
- Share any relevant additional information in a timely manner.

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

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

Any adult working for the South Lincolnshire Academies Trust (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak immediately with the SPOC, Mrs Lucy Conley.

APPENDIX 10

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Our Designated Safeguarding Lead of the SLAT is led by Lucy Conley, the Deputy Executive Head Teacher. She has lead responsibility and management oversight and accountability for child protection and, with the Executive Head Teacher will be responsible for coordinating all child protection activity.

The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

When a school within the Trust has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Executive Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

We will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

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

APPENDIX 11

THE ROLE OF THE GOVERNING BODY

The Governing Body is the accountable body for ensuring the safety of the school.

The Governing Body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Lincolnshire Safeguarding Children Board (LSCB);
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at annual intervals;
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

The Governing Body reviews its policies/procedures annually.

The Nominated Trustee for child protection at the school is Will Hawkins, Chair of Governors.

The Nominated Trustee is responsible for liaising with the Executive Head Teacher and DSM over all matters regarding child protection issues.

The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

The Nominated Trustee will liaise with the Executive Head Teacher and the DSM to produce an annual report for the Trustees, with any updates due to legislation change presented as necessary throughout the academic year.

The Nominated Trustee is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Executive Head Teacher and / or the DSM in the absence of the Executive Head Teacher.

APPENDIX 12

The Designated Officer / LADO

(Local authority designated officer)

- **What is a LADO?**

The LADO is the local authority designated officer and the person responsible for managing and overseeing concerns, allegations or offences relating to staff and volunteers in any organisation, including Bourne Academy.

They will provide advice, guidance and help to determine whether a problem sits within the scope of the school's and local authority procedures.

Your first contact is with the school – however, if you do not feel confident to raise your concerns with the designated team in school then you can contact the LADO.

If you need to contact the LADO, please contact:

- **01522 554668**



**Lincolnshire
Safeguarding
Children Board**

APPENDIX 13

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST

Employee name:

Job Title:

As a new employee to one of the SLAT schools joining part way through the academic year, I can confirm I have met with the following individuals on the dates indicated:

- Helen Lewis (BA & SA) for Health & Safety
- Julia Kettle (BA) / Sara Hayward (SA) for Safeguarding
- Debra Preece (BA) / Daisy Ivatt (SA) for NQTs and staff induction
- Rebecca Le Caplain (BA & SA) for SEN
- Brett Sinclair (BA & SA) / Mark Bryan (BA) / Ian Billingham (SA) for Pastoral
- Liz Dilley (BA) / Daisy Ivatt (SA) for Performance Management
- Vanessa Weekes (BA) / Tracey Berry (SA) for essential policies

Employee signature:

Date:

APPENDIX 14

THE SOUTH LINCOLNSHIRE ACADEMIES TRUST SLAT

NEW STUDENT JOINERS

TITLE

INFORMATION FOR MID TERM ADMISSION STUDENTS

APPLIES TO

NEW STUDENTS – Student Name:

1.

What to do if I am worried about anything in school

As a student in a new school you may have worries that you need to talk to a member of staff about or information that you need to find out. Below is a list of people that you can talk to if you need to:

- Form Teacher:
- Head of House:
- Head of Year:
- Mr Bryan, Pastoral Support Manager (BA) / Mr Ian Billingham, Pastoral Manager (SA)

2.

What to do if I am worried about anything outside school

If you are worried or unhappy about something that is happening or has happened outside school that you need to talk to a member of staff about, below is a list of people that you can speak to:

- Mrs Lucy Conley Safeguarding Lead (BA & SA)
- Mrs Julia Kettle Safeguarding Manager (BA)
- Mrs Sara Hayward Safeguarding Manager (SA)
- Mrs Nicola Hal Rushton Safeguarding AHT (SA)
- Mr Bryan, Pastoral Support Manager (BA) / Mr Ian Billingham, Pastoral Manager (SA)
- You can also speak to your Form Tutor or HOY

APPENDIX 15:

Policy Updates - From May 2018 Keeping Children Safe in Education

The following update is not already included in the version 3 policy

RESPONDING TO REPORTS OF CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This part of the policy is about the SLAT expectations for managing reports of child on child violence and sexual harassment:

- All staff need to be aware that reports of child on child sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often very quickly and under pressure.
- If any staff member has concerns regarding child on child sexual violence or sexual harassment, including photo imagery and the use of social media, it must be report immediately to the DSM-Lucy Conley or the Deputy DSM for each school being Julia Kettle-Bourne Academy and Sara Hayward-Spalding Academy. This should be reported when appropriate, i.e. extremely complex in person, followed up with a written report (email) to the DSM / Deputy DSM for each school and / or reported on MyConcern and followed up with a written report (email) to the DSM / Deputy DSM for each school.
- There are a number relevant safeguarding staff in school who have been provided with the appropriate training and will provide support to staff in a calm, considered and appropriate way. These staff are identified in Appendix 1: Key SLAT Safeguarding Staff. If the DSM / Deputy DSM for each school are not available then any of these staff can be informed of any concerns / incidents.
- It is impossible to provide guidance for staff on what child on child sexual violence and sexual harassment is and what it looks like, cases can include students being forced into providing images online to rape. Staff need to remember the Trust moto of: ***It Could Happen Here*** and report any information / cases that raise concerns no matter how significant or insignificant it appears.
- It is impossible to provide guidance for staff on what to do in any particular case, as all situations will be different and complex. However, staff need to report any / all concerns and any decisions will be made on a case by case basis, with the DSM / Deputy DSM for each school taking the lead role. They will use their professional judgement and will work closely with all other agencies, i.e police, LADO, children services and social care as required.
- The Trust will make any decisions on a case by case basis regarding the outcome of any investigated cases, supported by other agencies.
- NB: If any agency involved in a particular case decides not to take any action regarding an individual / group of individuals, such as the police taking no atcion, the Trust will make any independent decision / take any action it feels is necessary to protect the safety of students at either school.