

Priory Academy

SAFEGUARDING POLICY – INCORPORATING CHILD PROTECTION & INTIMATE CARE GUIDELINES

| | |
|---------------------------|--|
| VERSION No | 1 |
| DATE OF ISSUE | July 2018 |
| REVIEW INTERVAL | 1 Year |
| AUTHORISED BY | The Governing Body |
| AUTHORS | Miss L. Croft |
| COPY | All Staff |
| LOCATION OF COPIES | 1. Staff Room 2. S: drive -> Handbooks and Policies 3. Website |

| <i>Document history</i> | |
|-------------------------|--------------------|
| Review date | Reviewed by |
| 8th July 2018 | L Croft |
| | |
| | |
| | |
| | |
| | |

This policy was agreed by the Governing Body and will be reviewed annually.



Safeguarding Policy – Incorporating Child Protection & Intimate Care Guidelines

CONTENTS

Section A

Academy Commitment

Policy Aims

Principles

Introduction & Legal Scope

Section B

Procedures and Practice

1. Roles and Responsibilities
 - a) Governing Body
 - b) Headteacher
 - c) Designated Senior Person
 - d) Deputy Designated Senior Person
 - e) Office Manager
 - f) Member of SLT with responsibility for strategic development of IT
 - g) The Attendance Officer
 - h) The Premises Manager
 - i) ICT Technicians
 - j) All Staff and Volunteers
 - k) Students
 - l) The Child Protection Administrator
 - m) Heads of Year
2. Safeguarding Information for students
3. Partnership with Parents
4. Partnerships with Others
5. Academy Training and Staff Induction
6. Support, Advice and Guidance for Staff
7. Related Academy Practice and Policies
8. Other relevant Priory Academy Policies/Procedures

CONTENTS cont.

Section C

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

1. If a child is in immediate danger
2. Responding to a disclosure
3. If you discover FGM has taken place
4. Early Help
5. Referrals to CBCS (BIC 100)
6. Concerns about extremism
7. Concerns regarding staff and volunteers
8. Peer on peer abuse
9. Notifying parents
10. Mobile phones & cameras

Section D

Monitoring and Evaluation

Stakeholder Feedback

Appendix 1 – Intimate Care Guidelines

Appendix 2 – Definitions

Appendix 3 – What to do if you are worried about a child DFE Guidance

Appendix 4 – Indicators of Abuse and Neglect

Appendix 5 – FGM Indicators and Forced Marriage

Appendix 6 – Child Sexual Exploitation

Appendix 7 – Child Slavery & trafficking

Appendix 8 – Preventing Radicalisation

Appendix 9 – E-Safety Support Sites

Appendix 10 – Safer Recruitment & Safe Practice

Appendix 11 – Allegations of Abuse Made Against Staff

Appendix 12 – Declaration for Staff

Appendix 13 – Other Important Information

Appendix 14 – Using CPOMS to Record an Incident

Section A

COMMITMENT

Priory Academy follows the value-based education philosophy, which provides a safe, caring and nurturing environment. This provides the opportunity for every child to develop self-confidence, self-esteem and self-respect in order to achieve personal excellence and remain safe. The staff and Governing Body at Priory Academy are committed to Safeguarding and Promoting the Welfare of all of its students and it aims to create a culture of vigilance.

We believe that:

- All students/young people have equal rights to be protected from harm;
- Students/young people need to be safe and to feel safe in school;
- Students/young people need support which matches their individual needs, including those who may have experienced abuse;
- All students/young people have the right to speak freely and voice their values and beliefs;
- All students/young people must be encouraged to respect each other's values and support each other;
- All students/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;
- The Academy will contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours;
- All staff and visitors are responsible for safeguarding students and protecting them from abuse.

Policy Aims:

- Children know there are staff to whom they can go and will be heard if they are worried or have a concern.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare, including the referral to Early Help Services or Central Beds Children Services if they are a child in need or at risk of being abused and neglected.
- All staff are aware of their statutory responsibilities with respect to safeguarding and child protection
- Staff and volunteers are trained in recognising and reporting safeguarding issues and are encouraged to talk and feel listened to when they have a concern about the safety of a child.
- To develop and promote effective working relationships with other agencies such as the Central Bedfordshire Children's Safeguarding Board and other Safeguarding Boards working with our children, the Police, Access and Inclusion Team and other outside agencies
- To provide opportunities for children to be taught about safeguarding, including e-safety, sexting and consent to improve children's personal assessment of risks and how to avoid them.
- All statutory procedures are followed with regard to safer recruitment checks for staff and volunteers working with children

PRINCIPLES:

Priory Academy will:

- Have a designated member of staff who is trained to 'Core Inter-Agency level' (who undertakes regular training every 2 years).
- They have at least 1 additional member of staff (also trained to Core level) who will act in the designated teacher's absence.
- A member of the Governing Body is designated to monitor Child Protection and take overall responsibility for safeguarding children.
- All members of staff will undergo basic safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive updated training every year, in line with designated good practice.
- All members of staff know how to respond to a student who makes an allegation or appears to be vulnerable or at risk.
- All temporary staff and regular volunteers having contact with our students will be checked (DBS) and given a copy of this policy or a brief checklist of what to do. (In line with most current guidance). Risk assessments may be put in place until DBS arrives.
- Prohibition checks will be carried out at the same time as DBS.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All students and parents are made aware of who the Designated Safeguarding Lead and Deputy are and who they can speak to in the Academy if they are worried or concerned.
- Priory Academy's procedures will be regularly reviewed and up-dated and reported, as appropriate, to the Governing Body.
- All new members of staff will be given a copy of Priory Academy's Safeguarding Policy and procedures as part of their induction into the Academy.
- Child Protection Awareness and updates will be carried out as part of our INSET and Continuing Professional Development (CPD) with all staff.

INTRODUCTION AND LEGAL SCOPE

This policy is in line with:

- Keeping Children safe in Education 3rd September 2018
- Department for Education Working Together to Safeguard Children, **Draft April 2018**.
- Governance Handbook January 2017
- OFSTED - Safeguarding in schools: best practice, September 2012
- 'Safeguarding Children and Safer Recruitment in Education' issued January 2007
- Relevant sections of the Children Act 2004
- UKCCIS guidance: Sexting in schools and Colleges, responding to incidents and safeguarding young people Sept 2016
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009.
- The Children Act 1989 (and 2004 amendment).
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 & Statutory guidance on FGM.
- The Rehabilitation of Offenders Act 1974.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Central Bedfordshire Safeguarding Board Inter-agency procedures
<http://bedfordscb.procedures.com>

It also pays regard to:

- DfE "Use of Reasonable Force - advice for Head teachers, staff and governing bodies"- March 2012
- DfE "Dealing with Allegations of Abuse against Teachers and other Staff- Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools" – October 2012

Section B

PROCEDURES and PRACTICE

Providing a Safe and Supportive Environment

1. Roles and Responsibilities

(a) Governing Body

The Governing Body will:

- Review and approve the Academy Safeguarding and Child Protection Policy and procedures annually, making sure they are in accordance with Local Authority guidance and locally agreed inter-agency procedures;
- Hold the head teacher to account for the implementation of the Academy Safeguarding Policy and procedures once agreed.
- Appoint a Link Governor (Vanessa Green) to monitor the effectiveness of the policy and procedures in conjunction with the full Governing Body.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate
- the Academy operates safe recruitment procedures and makes sure that all appropriate checks (DBS and prohibition) are carried out on staff and volunteers who work with children;
- Appoint a member of the Academy's leadership team with Designated Lead responsibility for child protection and who will report annually to the Full Governing Body
- complete training in Child Protection, Safeguarding and Prevent annually and maintain knowledge of all current updates as required;
- make sure staff undertake appropriate child protection training.
- Will provide support to address any deficiencies or weaknesses regarding child protection arrangements.
- be responsible for liaising with the Local Authority Designated Officer (LADO) and /or partner agencies in the event of allegations of abuse being made against the Head teacher.
- Request that appropriate policies and procedures are in place with regard to safeguarding children and child protection from alternative agencies/bodies, who provide services or activities on site.
- will include the review of e-safety in its work and the effectiveness of provision in this area, through regular meetings with the SLT member responsible for strategic development of IT

b) Headteacher

The Headteacher is responsible for the implementation of the Safeguarding and Child Protection Policy, including:

- Making sure staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Making sure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent or attending meetings such as Strategy, Child Protection Conferences/Reviews, Child in Need, Core Group and Early Help meetings.
- Making sure that all staff undertake appropriate safeguarding and child protection training and update this regularly, and that this is recorded in the SCR.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

c) Designated Senior Person – Miss L Croft, Assistant Headteacher DSL

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can be contacted outside of school hours by email: lcroft@priorsacademy.co.uk

When the DSL is absent, the Deputy DSL – Mrs Smith Head teacher – will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Liaise with the Head teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with pastoral support staff, the SENCO, school nurses and IT technicians on matters of safety and safeguarding
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Gain a working knowledge of how the LSCB operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Understand the assessment process for providing early help and statutory intervention
- Take part in strategy discussions and inter-agency meetings.
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Keep detailed accurate written records (using CPOMS);
- Update and review the Safeguarding and Child Protection Policy annually, and work with the governing body regarding this;
- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online (online bullying, grooming, radicalisation and support the SENCO to ensure they to remain safe.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any measures the school put in place to protect them.
- Provide all staff access to and understanding of the Academy's child protection policy;
- Provide all staff with induction training;
- Share information with appropriate staff in relation to a child's looked after (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Retain details of the LAC's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Liaises with the named Governor for Safeguarding and Child Protection and Looked After Children.

d) Deputy Designated Safeguarding Lead

Mrs M. Smith: msmith@priorsacademy.co.uk

All deputies should be trained to the same standard as the DSL

e) Office Manager (Mrs L Brown)

The Office Manager is responsible for maintaining correct information on students and staff:

Student Information:

In order to keep children safe and provide appropriate care for them, Priory Academy requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from the Academy (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child Protection Plan
- Name and contact detail of G.P.
- Life threatening medical conditions
- Any other factors which may impact on the safety and welfare of the child
- The Academy will collate, store and agree access to this information, in line with GDPR Guidelines and The Local Safeguarding Board Procedures.

f) Member of staff with responsibility for strategic development of IT. (Mrs Smith/Mrs J Bedford) will:

- Liaise with staff, the Local Authority (LA), IT technical staff, Governors and SLT on all issues related to e-safety
- Implement and Induct all staff regarding the procedures that need to be followed in the event of an e- safety incident taking place
- Provide training and advice for staff
- Receive reports of e-safety incidents and create a log of incidents to inform future e-safety developments
- Co-ordinate and review Priory Academy's e-safety education programme (Jo Helliwell, Head of ICT)

g) The Attendance Officer (Mrs K Barry)

The Attendance Officer, Head of Attendance (K Davies) or DSL are responsible for notifying Children's Services if a child on a Child Protection Plan is absent for more than two days.

h) The Premises Manager

The Premises Manager is responsible for maintaining the safety and security of the site and ensuring safe access for students with disabilities.

i) ICT Technician (C Turiano)

The Network Manager is responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites.

- The IT infrastructure in the Academy is secure and meets e-safety technical requirements
- The Academy's password policy is adhered to
- The Academy's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- The ICT Co-ordinator keeps up to date with e-safety technical information
- The Academy's IT infrastructure (network, remote access, e-mail, VLE etc) is regularly monitored in order that any misuse or attempted misuse can be reported to the E-Safety Manager and/or SLT for investigation/action/sanction.

j) All staff and volunteers, including commissioned services (such as counsellors and contracted staff):

will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education (September 2018)** and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the Staff Code of Conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

k) Students (to an age appropriate level)

- Are responsible for using the Academy IT systems in accordance with the Student Acceptable Usage Policy.
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that E-Safety also covers their actions out of school, if related to their membership of the Academy.

l) The Child Protection Administrator (Mrs N Biddles)

- The roles and responsibilities of the Administrator are to support with the maintenance of detailed chronologies and child protection files, minutes and early help assessments and delivery plans, and communications with parents and agencies.
- In addition, it is the administrator's responsibility to copy files and ensure they are archived securely and copies distributed to relevant destinations as guided by the DSL, making sure that the Safeguarding File response form is sent, returned and stored centrally.
- Further information regarding roles and responsibilities can be found on the Administrator's job description.

m) Heads of Year

The responsibilities of Heads of Year are to:

- Identify students who are not at risk but need additional support and early intervention
- To work with tutors and relevant support agencies to provide support to protect children and improve their life chances
- To complete pre-EHA and EHA documents for level 1 care in the community and to hold 6 weekly meetings with the parent and relevant agencies, where a delivery plan update will be completed and uploaded to CPOMS and sent to the EHA Team at CBCS/LBCS
- To monitor attendance and concerns regularly and to record concerns and chronologies on CPOMS, alerting the DSL if a situation requires escalation
- To feedback to the DSL all incidents, actions and concerns.

2. Safeguarding Information for students

Priory Academy are committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that there are senior members of staff with responsibility for child protection and know who they are. Priory Academy staff inform students who they can talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

Information is made available to students such as Childline and NSPCC helplines, posters, NSPCC and Childline website addresses.

Academy arrangements for consulting with and listening to students are the tutor system, JLT/student voice, mentoring, drop-ins and counselling services.

PSHE programmes, drop down days and Safeguarding assemblies run by the Police Liaison Officer all contribute to the education provided for our students. This is further reinforced in ICT lessons, tutor time, assemblies, weekly bulletins, PSHE and daily notices.

Additional time has been given to the pastoral welfare of students in the form of two tutor sessions a day in which aspects of keeping safe and student well-being will be discussed.

3. Partnership with Parents

Priory Academy share a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. Staff provide information in relation to safeguarding with parents/carers via parent mail, information evenings, on the website and updates as necessary in the newsletter. Priory Academy are committed to working with parents/carers positively, openly and honestly. Staff ensure that all parents/carers are treated with respect, dignity and courtesy. Priory Academy respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless permission has been given or it is necessary to do so in order to protect a child.

The Academy will share with parents/carers any concerns they have about their child unless to do so may place a child at risk of harm.

Priory Academy encourage parents/carers to discuss any concerns they may have with the relevant Pastoral Year Team.

Priory Academy follow the Central Bedfordshire Local Safeguarding Children Board procedures (**Bedford.scb.procedures.com**). The Designated Lead will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the Academy will discuss concerns with Children's Services and/or the Police without parental knowledge (in accordance with Child Protection procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents. **The Academy's Child Protection Policy is incorporated in this policy.**

4. Partnerships with others

Priory Academy recognises that it is essential to establish positive and effective working relationships with other agencies e.g. LA, Children's Services, Police, Healthcare organisations, Childline, Children Centres and Early Help Services. These relationships are continually nurtured and developed via a range of activities and dialogue.

5. Academy Training and Staff Induction

Priory Academy's senior members of staff with designated responsibility for child protection undertake basic child protection training and training in inter-agency working, which is provided by Central Bedfordshire LSCB and undertake refresher training at 2 yearly intervals. The Head teacher and all other Academy staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually.

6. Support, Advice and Guidance for Staff

Staff will be supported by the Designated Staff for Child Protection. The designated senior person will be supported by SLT, nominated Governor for CP and nominated LA staff. Advice and support is always available from the Local Authority Designated Officer. Advice is available from Children's Services MASH and the Police Child Abuse Investigation Team.

7. Related Academy Practice and Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying, and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, Academy security, drugs and substance misuse, etc. As a result, senior leaders responsible for these areas work closely with the designated lead to provide a safe environment.

8. Other relevant Priory Academy policies/procedures which should be read in conjunction with this policy are:

- (i) Anti-Bullying Policy (KD)
- (ii) Internet/e-safety (MS/JB)
- (iii) Looked After Children Policy (LC)
- (iv) Supporting Students with Medical Needs Policy (YW)
- (v) Educational Visits Policy (JC)
- (vi) Attendance Policy (KD)
- (vii) Behaviour Policy (KD)
- (viii) Admissions (Academy Admissions Policy) (MS)
- (ix) Whistleblowing (Confidential Reporting Policy) (MS/JB)
- (x) Sex & Relationships Policy (KD/LC)
- (xi) Equality Policy (KD)

Section C

A) IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in Priory Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Academy staff being alerted to concerns.

B) Responding to a Disclosure:

1) **If a child is in immediate danger:** Dealing with a disclosure from a child and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead. However, anyone can make a referral to Central Beds Children Services (03003008585) and/or the police (101) **immediately** if a child is in immediate danger or at risk of harm. Tell the DSL as soon as possible if you make a referral directly.

2) If a child makes a disclosure to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL via CPOMS. (You may use the concern form, which you can find in the Safeguarding folder on the staff area and then attach it to the incident summary.

3) If you discover that FGM has taken place or a pupil is at risk of FGM:

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should **not** examine students.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student **under 18** must speak to the DSL and follow Central Beds safeguarding procedures.

Any member of staff who suspects a student is *at risk* of FGM, must speak to the DSL and follow Central Beds safeguarding procedures.

Central Beds Children Services Guidance on procedures to follow can be found at the following link:

[http://bedfordscb.proceduresonline.com/pdfs/pract_guid_fgm.pdf?zoom_highlight=central+beds+FGM+procedures#search="central beds FGM procedures"](http://bedfordscb.proceduresonline.com/pdfs/pract_guid_fgm.pdf?zoom_highlight=central+beds+FGM+procedures#search=)

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action.

4) Early help

All staff should be aware of the **Early Help Process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes tutors and HOYs monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given for a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

5) Referral to CBCS

If it is appropriate to refer the case to CBCS or the police, the DSL will make the referral.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the DSL know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

6) If you have concerns about extremism

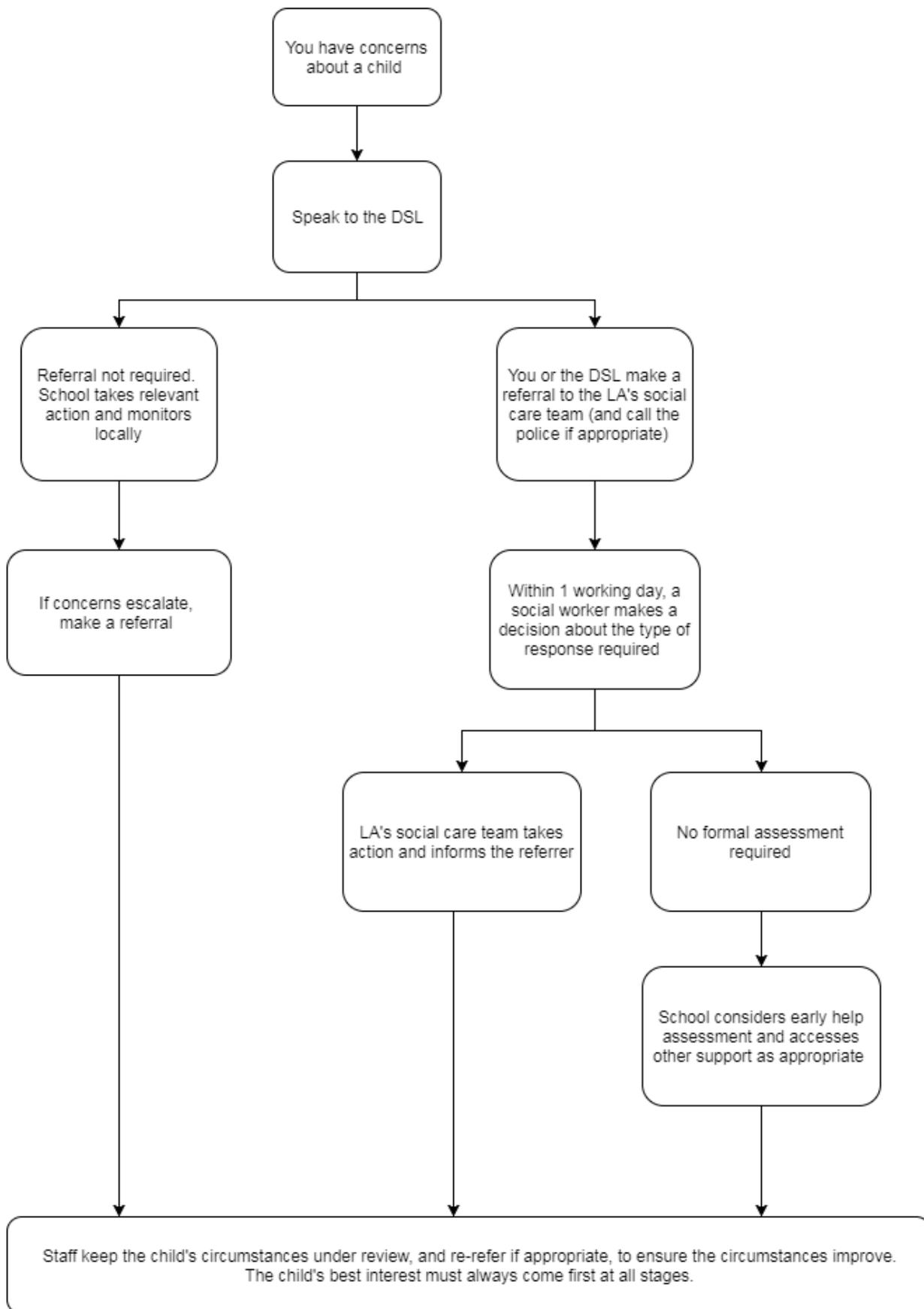
If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Where there is a concern, the DSL will consider the level of risk and decide to which agency to make a referral. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the CBCS.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- 7) Think someone is in immediate danger
- 8) Think someone may be planning to travel to join an extremist group
- 9) See or hear something that may be terrorist-related

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



7) Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the Chair of Governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Headteacher/Chair of Governors/DSL will then follow the procedures set out in Appendix 7, if appropriate.

The DSL (or chair of governors, in the case of a concern about the Headteacher) will also inform the Designated Officer for the Local Authority.

8) Allegations of peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- If a student makes an allegation of abuse against another student:
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by making this clear through assemblies, PSHE and drop down days
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

9) Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

10) Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

Priory Academy will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. For further details, refer to the Academy ICT Policy

Visitors and Contractors will be asked to leave their mobile phones in a secure area within the front office. They are not allowed to bring them beyond the secured reception door entrance.

Section D

MONITORING AND EVALUATION

- All students at risk and with Child Protection Plans are monitored regularly at the Academy by the Head of Year via CPOMS and information is feedback to the DSL regularly
- All students at risk and with Child Protection Plans are monitored by the DSL, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.
- The DSL meets the Headteacher every week and more frequently where necessary to monitor individual cases.
- The DSL provides the designated Governor with a briefing paper annually and discusses updated information more frequently where appropriate.
- The designated Governor for overall Safeguarding will make regular 'blind' checks of a sample of staff to ensure correct practices are accurately understood.
- All staff regularly receive updated Child Protection information and training.
- All adults working on a temporary or casual basis are required to read and sign for key policies before working with student(s).
- Staff leading residential trips are given a briefing on CP procedure as disclosures are more likely in these types of situations.

All files will be kept securely on CPOMS:

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file, on CPOMS. This will be accessible to the Head teacher, DSL and CP Administrator. Priory Academy will

endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

These records will be copied and transferred to any Academy or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Person Child Protection.’ Or they will be transferred electronically via CPOMS. Original copies will be retained and archived until the child’s 25th birthday.

Stakeholder Feedback:

Regular questionnaires regarding safeguarding issues and the perception of safety are issued to students, parents/carers and staff, the results analysed and data used to inform future planning and practice.

Author & Date

Assistant Headteacher DSL (L Croft) Reviewed July 2018

Appendices

Appendix 1 – Intimate Care Guidelines

Meeting a student's intimate care needs is one aspect of safeguarding. All staff responsible for the intimate care of students will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust. The student's welfare and dignity is of paramount importance.

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some students are unable to do because of their young age, physical difficulties or other special needs. It may also include invasive or non-invasive medical procedures. It also includes supervision of students involved in intimate self-care.

Priory Academy staff who provide intimate care are trained to do so. This includes training in child protection, health and safety, and training in moving and handling, and are fully aware of best practice regarding infection control.

There is careful communication with each child who needs help with intimate care to discuss their needs and preferences, aiming for as much independence as possible. Where the child is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

Students who require regular assistance with intimate care have this noted on their care plan. Where a care plan is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs.

It is generally best practice for two people to undertake personal care of a young person, however, it is not always practical for two members of staff to assist with an intimate procedure and also this does not take account of the student's privacy. A member of staff will inform another adult when they are going to assist a child with intimate care.

It is best if there is a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing. Wherever possible staff should care for a child of the same gender.

Intimate care involves risks for students and adults as it may involve staff touching intimate areas on a student's body. It may be unrealistic to expect to eliminate these risks completely but best practice will be promoted and all adults will be encouraged to be vigilant at all times.

A written record will be kept in an agreed format every time a child requires assistance with intimate care, including date, times and any comments such as changes in the student's behaviour. It should be clear who was present. These records will be kept in the student's file and available to parents/carers on request.

APPENDIX 2: Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse

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

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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 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 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.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Honour Based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

Peer on peer abuse

This is most likely to include, but not be limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Further guidance can be found in the **UKCCIS guidance: Sexting in schools and Colleges, responding to incidents and safeguarding young people sept 2016**

Preventing Radicalisation - The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Academies, schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT. If the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

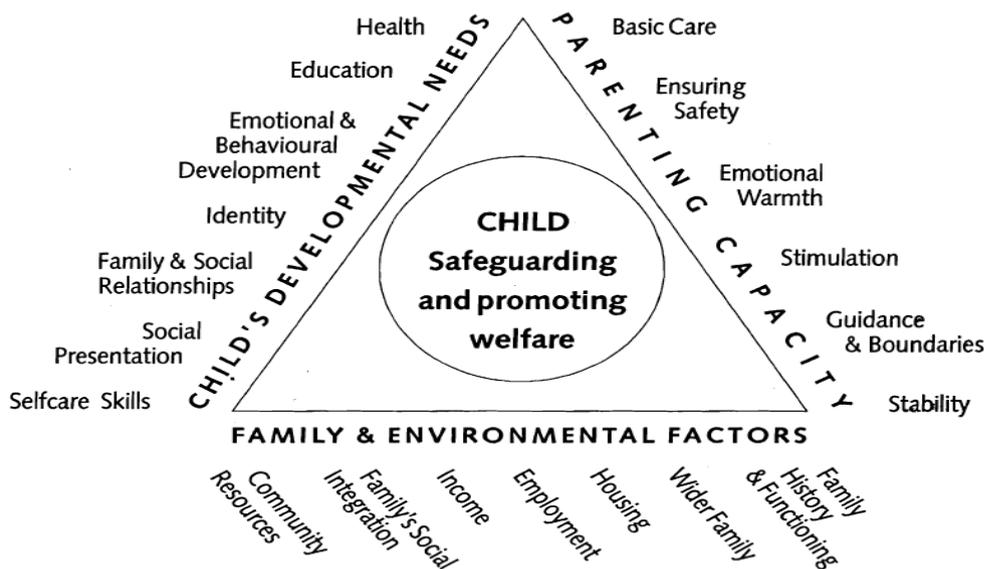
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03003008585 or where the child has a disability 03003008314.

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

| Physical abuse | |
|--|--|
| <i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i> | |
| Child | |
| Bruises – shape, grouping, site, repeat or multiple | Withdrawal from physical contact |
| Bite-marks – site and size | Aggression towards others, emotional and behaviour problems |
| Burns and Scalds – shape, definition, size, depth, scars | Frequently absent from school |
| Improbable, conflicting explanations for injuries or unexplained injuries | Admission of punishment which appears excessive |
| Untreated injuries | Fractures |
| Injuries on parts of body where accidental injury is unlikely | Fabricated or induced illness - |
| Repeated or multiple injury | |
| Parent | Family/environment |
| Parent with injuries | History of mental health, alcohol or drug misuse or domestic violence. |
| Evasive or aggressive towards child or others | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury | Marginalised or isolated by the community. |
| Fear of medical help / parents not seeking medical help | Physical or sexual assault or a culture of physical chastisement. |
| Over chastisement of child | |

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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

| Self-harm | Over-reaction to mistakes / Inappropriate emotional responses |
|---|--|
| Chronic running away | Abnormal or indiscriminate attachment |
| Drug/solvent abuse | Low self-esteem |
| Compulsive stealing | Extremes of passivity or aggression |
| Makes a disclosure | Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school |
| Developmental delay | Depression |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour |
| Parent | Family/environment |
| Observed to be aggressive towards child or others | Marginalised or isolated by the community. |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence. |
| Previous domestic violence | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| History of abuse or mental health problems | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties | Wider parenting difficulties |
| Cold and unresponsive to the child's emotional needs | Physical or sexual assault or a culture of physical chastisement. |
| Overly critical of the child | Lack of support from family or social network. |

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.

Child

| | |
|---|--|
| Failure to thrive - underweight, small stature | Low self-esteem |
| Dirty and unkempt condition | Inadequate social skills and poor socialisation |
| Inadequately clothed | Frequent lateness or non-attendance at school |
| Dry sparse hair | Abnormal voracious appetite at school or nursery |
| Untreated medical problems | Self-harming behaviour |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury | Disturbed peer relationships |
| Parent | Family/environment |
| Failure to meet the child's basic essential needs including health needs | Marginalised or isolated by the community. |
| Leaving a child alone | History of mental health, alcohol or drug misuse or domestic violence. |
| Failure to provide adequate caretakers | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Keeping an unhygienic dangerous or hazardous home environment | Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation | Lack of opportunities for child to play and learn |
| Unable to meet child's emotional needs | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals |
| Mental health, alcohol or drug difficulties | |

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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

| Self-harm - eating disorders, self-mutilation and suicide attempts | Poor self-image, self-harm, self-hatred |
|---|--|
| Running away from home | Inappropriate sexualised conduct |
| Reluctant to undress for PE | Withdrawal, isolation or excessive worrying |
| Pregnancy | 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 | Poor attention / concentration (world of their own) |
| Pain, bleeding, bruising or itching in genital and /or anal area | Sudden changes in school work habits, become truant |
| Sexually exploited or indiscriminate choice of sexual partners | |
| Parent | Family/environment |
| History of sexual abuse | Marginalised or isolated by the community. |
| Excessively interested in the child. | History of mental health, alcohol or drug misuse or domestic violence. |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Conviction for sexual offences | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child. | Grooming behaviour |
| Lack of sexual boundaries | Physical or sexual assault or a culture of physical chastisement. |

APPENDIX 5: FGM Indicators and Forced Marriage

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - a. Having difficulty walking, sitting or standing, or looking uncomfortable
 - b. Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - c. Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - d. Having frequent urinary, menstrual or stomach problems
 - e. Avoiding physical exercise or missing PE
 - f. Being repeatedly absent from school, or absent for a prolonged period
 - g. Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - h. Being reluctant to undergo any medical examinations
 - i. Asking for help, but not being explicit about the problem
 - j. Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - k. Having a mother, older sibling or cousin who has undergone FGM
 - l. Having limited level of integration within UK society
 - m. Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - n. Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - o. Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - p. Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - q. Being unexpectedly absent from school

- r. Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the student to the attendance officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Appendix 6: Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to Central Beds Children Services and the police, if appropriate.

Indicators of sexual exploitation can include a child:

Health

- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour;
- Physical symptoms such as bruising.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexualised behaviour, including public toilets.

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in CSE;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;
- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness;

- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

Further information can be found in the pink folder in the staffroom or within the safeguarding folder in the staff area: CSE Definition and Guide for Professionals/PAN CSE Identification Tool.

APPENDIX 7: Child Slavery and Trafficking

Definition: Modern slavery is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal gain. Traffickers and slave drivers trick, force and/or persuade children and parents to let them leave their homes. Grooming methods are used to gain the trust of a child and their parents, e.g. the promise of a better life or education, which results in a life of abuse, servitude and inhumane treatment.

Children at risk of Modern Day Slavery are not solely restricted to those that have been trafficked. The risks of this form of exploitation are linked to other groups of vulnerable children e.g. those with learning disabilities, physical disabilities and mental health issues. Those children who have been identified as at risk from physical and sexual abuse and neglect within the home must also be included within this vulnerable group for exploitation in this manner.

Indicators: Signs that a child has been trafficked may not be obvious, or children may show signs of multiple forms of abuse and neglect, which may be signs of other forms of abuse. Always discuss your concerns with the DSL. Some indicators might be:

- A reluctance to seek help - victims may be wary of the authorities for many reasons such as not knowing who to trust or a fear of deportation or concern regarding their immigration status and may avoid giving details of accommodation or personal details;
- The child seeming like a willing participant in their exploitation, e.g. involvement in lucrative criminal activity - however this does not mean they have benefitted from the proceeds;
- Discrepancies in the information victims have provided due to traffickers forcing them to provide incorrect stories;
- An unwillingness to disclose details of their experience due to being in a situation of dependency;
- Brought or moved from another country;
- An unrelated or new child discovered at an address;
- Unsatisfactory living conditions - may be living in dirty, cramped or overcrowded accommodation;
- Missing - from care, home or school - including a pattern of registration and de-registration from different schools;
- Children may be found in brothels and saunas;
- Young people may be found in nail bars or car wash premises;
- Spending a lot of time doing household chores;
- May be working in catering, caring for children and cleaning;
- Orphaned or living apart from their family, often in unregulated private foster care;
- False documentation, no passport or identification documents;
- Few or no personal effects - few personal possessions and tend to wear the same clothing;
- No evidence of parental permission for the child to travel to the UK or stay with the adult;

- Little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult;
- Significantly older partner;
- Underage marriage by UK law.

Physical Appearance - Victims may show signs of physical abuse, look malnourished or unkempt, or appear withdrawn. Physical illnesses - including work-related injuries through poor health and safety measures, or injuries apparently as a result of assault or controlling measures. There may be physical indications of working (e.g. overly tired in school or indications of manual labour).

Sexual health indicators - sexually transmitted infections, or pregnancy; injuries of a sexual nature and/or gynaecological symptoms.

Psychological indicators - suffering from post-traumatic stress disorder which may include symptoms of hostility, aggression and difficulty with recalling episodes and concentrating. Depression/self-harm and/or suicidal feelings; an attitude of self-blame, shame and extensive loss of control; drug and or/alcohol use.

Education – Victim is of school age and is not registered within education or attends education establishment.

Health – Victims is not registered with GP practice or receiving dental care.

If you suspect that a child is a victim of slavery or trafficking please consult your DSL who will follow statutory procedures and complete NRM referral. (More details can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/560826/6.2286_HO_LL_factsheet_duty_to_notify_copy_V3.pdf).

Appendix 8: Preventing Radicalisation

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

The Academy have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our Academy being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with Central Beds Children Services and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they should discuss their concerns with the Head of Behaviour and the DSL their concerns with the DSL. Staff should **always** take action if they are worried.

(Please also refer to the Academy's Behaviour Policy)

Appendix 9: E-Safety – helpful information sites to support keeping children safe on line

| Organisation/Resource | What it does/provides |
|--|---|
| <u>thinkuknow</u> | NCA CEOPs advice on online safety |
| <u>disrespectnobody</u> | Home Office advice on healthy relationships, including sexting and pornography |
| <u>UK safer internet centre</u> | Contains a specialist helpline for UK schools and colleges |
| <u>swgfl</u> | Includes a template for setting out online safety policies |
| <u>internet matters</u> | Help for parents on how to keep their children safe online |
| <u>parentzone</u> | Help for parents on how to keep their children safe online |
| <u>childnet cyberbullying</u> | Guidance for schools on cyberbullying |
| <u>pshe association</u> | Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images |
| <u>educateagainsthate</u> | Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation. |
| <u>the use of social media for online radicalisation</u> | A briefing note for schools on how social media is used to encourage travel to Syria and Iraq |
| <u>UKCCIS</u> | The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none">• Sexting advice• Online safety: Questions for Governing Bodies• Education for a connected world framework |
| <u>NSPCC</u> | NSPCC advice for schools and colleges |
| <u>net-aware</u> | NSPCC advice for parents |
| <u>commonsensemedia</u> | Independent reviews, age ratings, & other information about all types of media for children and their parents |
| <u>searching screening and confiscation</u> | Guidance to schools on searching children in schools and confiscating items such as mobile phones |
| <u>lgfl</u> | Advice and resources from the London Grid for Learning |

Appendix 10: Safer Recruitment Procedures and Safe Practice:

All information on the checks carried out are recorded in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete. We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.
- Schools with pupils aged under 8 add: In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Schools with pupils aged under 8 add:

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

- All governors [in academies: trustees and local governors] will have an enhanced DBS check without barred list information and section 128 check [section 128 checks are only required for local governors if they have been delegated any management responsibilities]
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- Non-maintained special schools, academies (including free schools), and independent schools, add:
- The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

- When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.
- We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

- Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.
- Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Safe Practice

Priory Academy will adopt the IRSC “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” (2015) and all staff are aware of the Keeping Children Safe in Education Document, which sets out the requirements for relationships with students and expectations of staff.

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from the DSL or Deputy DSL over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Appendix 11: Allegations of Abuse Made Against Staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the Academy. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the Academy so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the Academy so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative Academy

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).

Procedure for dealing with allegations:

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the Academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in the Academy and/or liaise with the police and/or children’s services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. The named representative will give the member of staff relevant information regarding Union representatives, and welfare counselling and medical support provided by the school through Local Authority.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Central Beds Children Services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the Academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the LADO and the governing Body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific actions:

Action following a criminal investigation or prosecution

The case manager will discuss with the Central Beds Children Services' designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or Central Beds Children's Services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the Academy.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from Central Bedfordshire's designated officer, police and Central Beds Children Services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Priory Academy will apply the same principles as in the rest of this document and always follow the Central Bedfordshire Guidance regarding allegations of abuse against a person who works with children, (see

http://bedfordscb.proceduresonline.com/chapters/p_alleg_staff_wk_ch_yp.html?printMe.x=14&printMe.y=9).

For further information, please refer to Part 4 Allegations of Abuse Made Against Teachers and Other Staff (page 50 of Keeping Children Safe in Education Sept 2018).

**Appendix 12 : DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2018)**

School/College name Academic Year

Please sign and return to (Lesley Brown by 20th April 2018)

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) Priory Academy Safeguarding Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance September 2018
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf)
- (3) Priory Academy Looked After Children Policy
- (4) Priory Academy Behaviour and Attendance Policies
- (5) Proposal for Changes to 'Keeping Children Safe in Education' DfE Guidance 2018

I, _____ have completed the following:

- (1) The Smartlog Safeguarding, Child Protection and Prevent training.
- (2) Whole School staff Introduction to Safeguarding training session INSET

I am aware that the DSLs are:

.....
.....

and I should discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the staff area under policies and in the handbook.

Signed _____ Date _____

Appendix 13: Other important Information

Central Bedfordshire Children Services: 03003008585

Bedford Borough Children Services: 01234 718700

Luton MASH: 01582 547653

Out of hours: 03003008123

Local Authority Designated Officer (schools) - 0300 300 4833

<http://centralbedfordshire.gov.uk/children/child-protection/report-abuse.aspx>

Local Safeguarding Children Board - 0300 300 6676

Central Bedfordshire LSCB. <http://www.bedfordshirelscb.org.uk/home>

Access and inclusion 0300 300 6291 - <http://www.centralbedfordshire.gov.uk/school/pupil-support/home-education/support.aspx>

Intake and Assessment 0300 300 8585;

<http://centralbedfordshire.gov.uk/children/child-protection/report-abuse.aspx>

Keeping Children Safe

www.ceop.gov.uk

<http://www.dotcomcf.org/>

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

www.ceop.org.uk/thinkuknow

www.childnet-int.org

www.kidsmart.org.uk

Training opportunities

<http://www.centralbedscpd.co.uk/safeguarding/cpd/default.asp?sid=>

Email: LSCB.Training@centralbedfordshire.gov.uk Telephone number: 0300 300 6676

Appendix 14: Using CPOMS to Record an Incident

- Click on the CPOMS icon on your desk top
- If you cannot find the icon, use the following link:
- <https://prioryacademy.cpoms.net>
- Click on if you have forgotten your password or using CPOMS for the first time and create your own password.
- Log in and click and use the search box to find the student
- Click on the student and then go to the **new incident** tab
- Type in your concern and then click to save (it will automatically send me an alert and I will respond with my actions).
- You can also add forms/notes taken during a concern etc by uploading them onto the system (box provided under each new incident).
- Make sure any disclosure is written on the correct form which you can find in the safeguarding folder on the staff area.
- If the disclosure is also impacting on behaviour or they are send, you can also click on a box to identify this and add K. Davies/Y.Wilson/HOY to alerts.