



Child Protection and Safeguarding Policy and Procedures

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TOVE LEARNING TRUST

Child Protection and Safeguarding Policy & Procedures

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1. Aims

The school aims to ensure that:

1. Appropriate action is taken in a timely manner to safeguard and promote children's welfare
2. All staff are aware of their statutory responsibilities with respect to safeguarding
3. Staff are properly trained in recognising and reporting safeguarding issues

Mission statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

2. Legislation and statutory guidance

This policy has been developed in accordance and based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board <http://www.northamptonshirescb.org.uk>

This policy is also based on the following legislation:

- Framework for the Assessment of Children in Need and their Families, 2000;
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf>
- What to do if you are worried a child is being abused, 2015;
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Guidance for Safer Working Practice for Adults who work with children and young people in education, 2015
<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2015/>
- Safeguarding Children and Safer recruitment in Education, DCSF, 2006;
<https://www.lgfl.net/downloads/online-safety/LGfL-OS-Research-Archive-2006-DfES-Safeguarding-Children.pdf>
- Northamptonshire Safeguarding Children Board:
<http://www.northamptonshirescb.org.uk/schools/>

- Keeping Children Safe in Education 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- The Counter Terrorism & Security Act 2015
<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- Revised Prevent Duty Guidance for England and Wales July 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- The Prevent Duty - departmental advice for schools and child care providers June 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- Information sharing, advice for practitioners providing safeguarding services to children, young people, parents and carers. July 2018
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/information_sharing_advice_safeguarding_practitioners.pdf
- Mandatory reporting of Female Genital Mutilation procedural information, Oct 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf
- Multi agency statutory guidance on Female Genital Mutilation, April 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf
- Disqualification under the Childcare Act (2006) to Childcare Act (2006) (as amended, 2018). <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language

- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Northamptonshire Safeguarding children Board (NSCB). Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including the staff code of conduct policy, 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, peer on peer abuse, sexual violence and sexual harassment

Appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our DSL is **Paula Smith - Assistant principal/SENCo**. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, she will be available during school hours for staff to discuss any safeguarding concerns via the school telephone Tel: 01933 350391 or email: p.smith@rushden-academy.net.

When the DSL is absent, the deputies – **Tracey Clarke** email: t.clarke@rushden-academy.net – Behaviour Manager and **Jo Holmes** email: j.holmes@rushden-academy.net Well-being lead – will act as cover. Both contactable on the school telephone Tel: 01933 350391.

If the DSL and deputies are not available, Jane Burton – Principal or Roy Middleton – Vice Principal will act as cover.

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

- Work in liaison with all the internal and external agencies related to child protection to ensure a good level of support for all individual students raising concern;
- Ensure that every member of staff (including temporary and supply staff and volunteers) and the AAB know the name of the Safeguarding Lead responsible for child protection and their role;

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection;
- Ensure that all staff and AAB members have read the DfE document Keeping Children Safe in Education (2018) and the Staff Code of Conduct, and keep a register to record this information.
- Share information as appropriate with Heads of Year/Pastoral/ Safeguarding team, SENCO and Attendance Officer;
- Oversee the school's liaison with Children's Social Care, CAMHs, Education Welfare Service, behaviour and child protection services, and any other relevant agencies;
- Liaise with the AAB member designated with responsibility for Child Protection and to act as Safeguarding Lead;
- Refer a child if there are concerns about possible abuse, to the MASH Team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form;
- Keep written or online records of concerns about a child even if there is no need to make an immediate referral;
- Ensure that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college;
- Ensure that an indication of the existence of the additional file above is marked on the pupil records;
- Liaise with other agencies and professionals;
- Ensure that either they or another appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents;
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for one day is referred to their key worker's Social Care Team;
- Organise child protection induction, and update training every year, for all school staff;
- Provide, with the Principal, an annual report for the AAB, detailing any changes to the policy and procedures; training undertaken by the Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).
- Undertake, with the Principal an annual audit of provision for safeguarding and its impact on student well-being.

The DSL will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

5.3 The Governing Board (AIB)

The governing board will approve this policy at each review, and hold the Principal to account for its implementation.

The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. Our safeguarding link governor is **Reverend Chris Youngman**.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that 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
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

6. Confidentiality

- We recognise that all matters relating to child protection are confidential. The Principal or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only. However consent to share information is not needed, if a child is suffering, or at risk of, serious harm.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of sharing with the risk of not sharing.
- All staff must be aware that they cannot promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests. It may also compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

If the child in question is a Looked after child further guidance can be sought from Looked after Children guidance / appendix 3.

7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

If a child is in immediate danger, left alone or missing, contact the police and /or ambulance service directly on **999**.

If there is no immediate danger or if you need advice, contact Northamptonshire Multi-Agency Safeguarding Hub: (MASH)

Telephone: **0300 126 1000** (option 1). Email: www.MASH@northamptonshire.gcsx.gov.uk

Out of Hours:

If you need to contact children's social care urgently during the evening, at night or at the weekend, phone the out of hours team on **01604 626938**

Reporting an allegation to the Designated Officer

If you have concerns about an adult working with children or young people please report your concern to:

Designated Officer Administrator – **01604 364031**

Designated Officer **Andy Smith** – **01604 367862**

Designated Officer **Christine York** – **01604 362633**

To make an online referral please go to the following link:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

You can find further guidance on the following website link:

<https://www.northamptonshirescb.org.uk>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

1. Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
2. Stay calm and do not show that you are shocked or upset.
3. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
4. Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
5. 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.

You should report any concerns immediately if the child is at risk of serious harm to the DSL. You will then be asked to log the details using our on-line reporting system 'My Concern'. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so – all verbal conversations regarding any concerns must be promptly recorded in writing on 'My Concern'.

For staff that do not have access to our on-line reporting system (for example supply staff or visitors) they are to log their concern on the internal paper preform (Pink). These are located in the staff room on the Safeguarding notice board.

7.3 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 pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

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

Any member of staff who suspects a pupil is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

Further guidance can be found at the following link:

<https://www.northamptonshirescb.org.uk/a...hive/mandatory-reporting-fgm>

7.4 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.

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early Help

If early help is appropriate, the DSL along with Heads of Year (who are also DSL trained) will support liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Northamptonshire County council operate **Signs of Safety** model. The model is aimed at building relationships and working together; with families and children, professionals and colleagues, and identifying together areas that need change, including worries and risk, whilst focusing on strengths, resources and networks. At Rushden academy we will operate this system when assessing the possible need for early help.

If we have concerns about a child at the school we will always consider the wider context and sources of influence on the young person.

"As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families". Working together to Safeguard Children (2018), paragraph 33.

This is known as **Contextual Safeguarding**. It seeks to understand child protection from beyond the family and we will work alongside partner agencies to work with our children to expand our objectives of our child protection systems in recognition that young people are vulnerable to abuse from a range of social contexts. Contextual Safeguarding is referred to in Working together to Safeguard children (2018) and in Keeping Children Safe in Education (2018).

Further information can be found at the following link:

<https://www.northamptonshirescb.org.uk/schools/signsofsafety>

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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 person who made the referral 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 or person who made the referral 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.

How to make an online referral

<https://www.northamptonshirescb.org.uk/health-professionals/taking-action/how-to-make-an-online-referral/>

7.5 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. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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 pupil. 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:

1. Think someone is in immediate danger
2. Think someone may be planning to travel to join an extremist group
3. See or hear something that may be terrorist-related

Advice and guidance can also be sought for the Prevent Engagement Officers at Northamptonshire Police (email prevent@northants.pnn.police.uk or phone 101 then ext. 341 166, however they will only take referrals from MASH so you must ensure that following discussions a multi-agency form is submitted.

Further guidance can be found at:

<https://www.northamptonshirescb.org.uk/a...-extremism-and-radicalisation>

7.6 Criminal exploitation of children- County lines

'County lines' is the term used for organised criminal distribution of drugs via gangs from large cities into smaller towns and rural areas using children and vulnerable people to act as couriers for illegal drugs or cash. Although cannabis is occasionally linked to county lines groups, it is harder drugs that provide the focus (for example, heroin, cocaine, and amphetamines).

Staff should be aware that vulnerable students, and potentially their families, could be targeted within the Rushden area.

Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. Gangs also use local property as a base for their activities, and this often involves taking over the home of a vulnerable adult who is unable to challenge them.

Typically, users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang's urban base and the county location on a regular basis to collect cash and deliver drugs.

County lines was first identified in 2014. The first National Crime Agency threat assessment on county lines was published in August 2015 based on information gathered in 2014. An updated assessment by the National Crime Agency was published in November 2016, which provided a more comprehensive picture and showed that this was a growing issue.

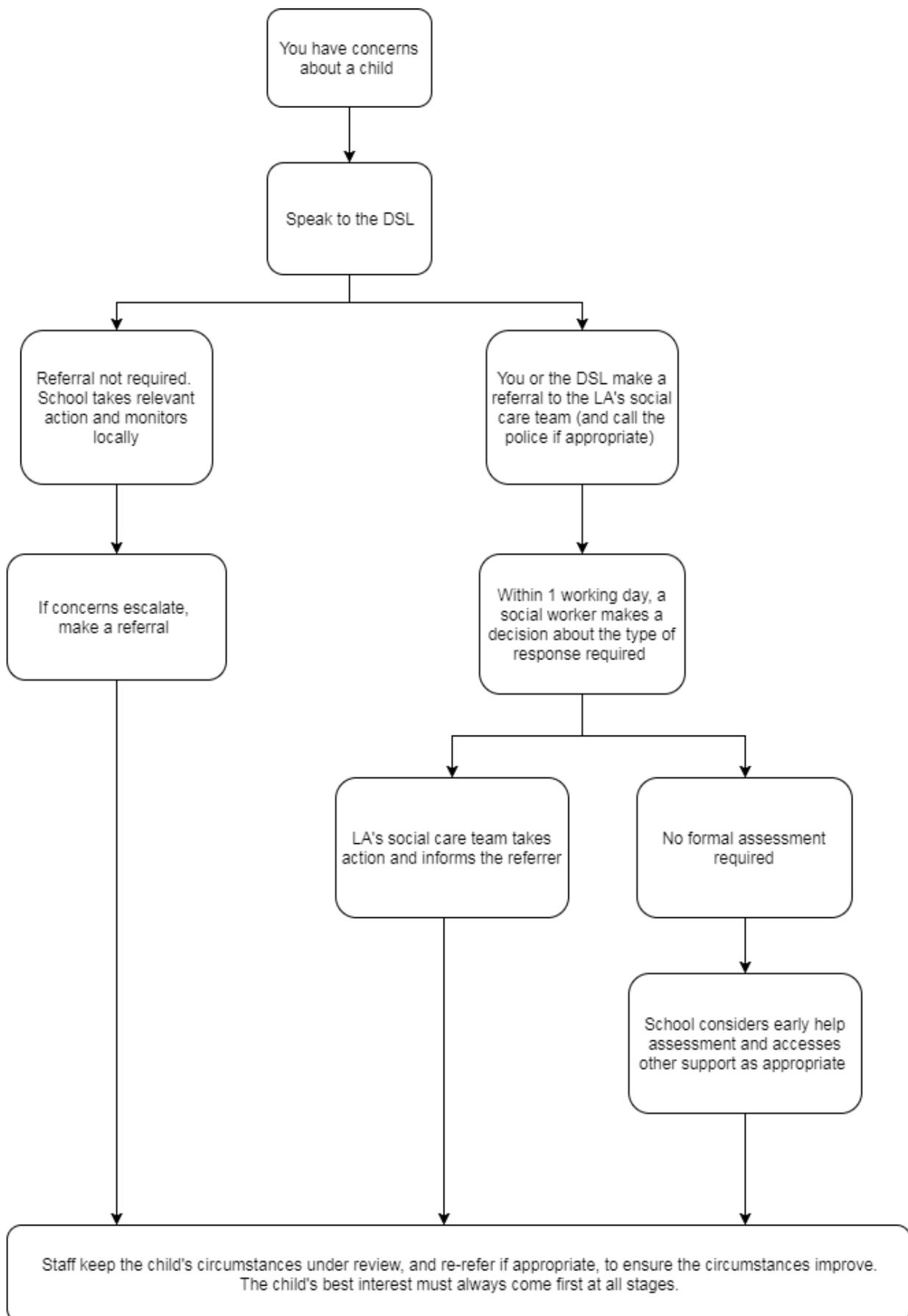
It is critical that practitioners working directly with children and vulnerable adults are aware of what county lines is, how to identify those at risk or involved in county lines exploitation and what action to take. County lines cuts across a number of issues including: drug dealing, violence, gangs, exploitation, safeguarding, modern slavery and missing persons, and to tackle it requires the efforts of a range of departments, agencies and organisations.

If you have any concern about a young person acting as a runner to distribute drugs then please raise this as a concern immediately, speak to a DSL and follow our safe-guarding procedures.

Further information:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

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



7.6 Concerns about a staff member or volunteer

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so if you have concerns about a member of staff or volunteer, speak to the Principal. If you have concerns about the Principal, speak to the chair of governors.

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

The Principal/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or chair of governors, in the case of a concern about the Principal) will also inform the designated officer for the local authority.

All academy staff should take care not to place themselves in a vulnerable position with a child.

All staff should be aware of the academy's Behaviour policy and the schools staff code of Conduct.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or another member of the SLT if the Principal is not present.

The Principal/member of SLT on all such occasions will discuss the content of the allegation with the Designated Officer or Team at the Local Authority (previously referred to as the LADO).

If the allegation made to a member of staff concerns the Principal or the Designated Officer, the person receiving the allegation will immediately inform the Chair of the AAB or the Designated Officer at the Local Authority (previously known as the LADO), without notifying the Principal first. If the allegation involves the Chair of the AAB then this should be reported to directly to the CEO of TOVE or the Designated Officer at the Local Authority (previously referred to as the LADO).

The school will follow the LA procedures for managing allegations against staff which can be found on the relevant LA website: Northants: www.northamptonshirescb.org.uk

Suspension of the member of staff against whom an allegation has been made need careful consideration, and we will consult with the Designated Officer or Team at the Local Authority (previously referred to as the LADO) in making this decision.

Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from academy premises.

7.7 Allegations of abuse made against other pupils

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 pupils hurting other pupils 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 pupils in the school at risk
- Is violent
- Involves pupils 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 pupil makes an allegation of abuse against another pupil:
- Involves sexual violence or sexual harassment between children

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:

1. Challenging any form of derogatory or sexualised language or behaviour.
2. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
3. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
4. Ensuring pupils know they can talk to staff confidentially by reminding them of how to report any concerns they may have.
5. Ensuring staff are trained to understand that a pupil 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
6. Ensuring that children who are victims or alleged victims of sexual violence and sexual harassment are listened to very carefully and the appropriate action is taken to minimise the risk of further harm

Further guidance on sexual violence and sexual harassment between children can be found at the following link:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

8. 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.

9. 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 pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.2 Whistle-blowing

Rushden Academy is committed to conducting its business with honesty and integrity, and expects all staff to maintain high standards in accordance with their contractual obligations and the School's policies and procedures.

However, all organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring or to address them when they do occur.

This procedure is not a substitute for normal line management processes but an addition to them. Staff should always first consider using normal line management for raising concerns. This procedure is only for the purpose of raising concerns about wrongdoing and is not a substitute or alternative for existing procedures such as the Grievance, Disciplinary Procedures for staff or the complaints procedure.

This procedure should only be used where all other existing internal procedures are felt to be inappropriate or when a member of staff, for whatever reason, feels inhibited in going through the normal line management. As an example, therefore, if a member of staff has a personal grievance then it must be raised through the grievance procedure; it would not be appropriate for it to be raised through this procedure. The existence of this procedure does not prevent staff from raising concerns through their trade union if they so wish. The procedure is therefore not a route through which employees can raise concerns about mismanagement which may arise from weak management rather than malpractice.

The School hopes that in many cases Staff will be able to raise any concerns with their Line Manager, speaking to them in person or putting the matter in writing if they prefer. They may be able to agree a way of resolving a concern quickly and effectively. In some cases they may refer the matter to the Governing Body.

However, where the matter is more serious, or you feel that your Line Manager has not addressed your concern, or you prefer not to raise it with them for any reason, you should contact one of the following:

The Principal

The Chair of Governors

The Principal will arrange a meeting with the 'whistleblower' as soon as practicable to discuss their concern. They will record sufficient details to enable the matter to be thoroughly investigated. As a minimum the Principal will record the name of the employee but also indicate whether the individual wishes his or her identity to remain confidential, if possible and the nature of the concern. In some cases it will not be possible to maintain confidentiality and the Principal will explain this to the employee. In such instances the employee will have the choice of either withdrawing or agreeing to his/her identity becoming known to enable the concern to be effectively dealt with.

Staff may bring a colleague or trade union representative to any meetings but they must respect the confidentiality of the disclosure and any subsequent investigation.

The School will take notes and produce a written summary of the concern raised and provide the 'whistleblower' with a copy as soon as practicable after the meeting. The School will also aim to give the 'whistleblower' an indication of how it proposes to deal with the matter.

Further guidance can be obtained via the Tove Learning Trust Whistle Blowing Policy.

11. Record-keeping

We will hold records in line with Northamptonshire Guidance on the Retention and Transfer of child protection Records policy. <https://www.northamptonshirescb.org.uk/attachment/Establishments-final.pdf>

All safeguarding files are kept separate from student files.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, are recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained until a child's 25th birthday (6 years after the subject's last contact with the Authority).

Records are both paper-based and electronic

Paper records are held in locked filing cabinets which are kept in the DSL/Senco's office, access to these filing cabinets are via a key that is kept in a safe, guarded by a code lock. Only designated staff are have access to this safe.

Transfer of records – when transferring from one to school to another, either at normal transfer stage or as a result of a move records of child protection/welfare concerns are sent to the receiving school within 5 days. This transfer is arranged separately from the main pupil file. It is sent by registered post and confirmation of receipt is obtained.

In addition to the above the DSL may also consider if it appropriate to share information with the new school in advance of the child leaving.

Were reasonable possible we have a policy of holding more than one emergency for each pupil

The following statement form Keeping children safe in Education(2018), paragraph 75: 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of Keeping children safe' and paragraph 77: 'this includes allowing practitioners to share information without consent'

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

12. Training

12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also undertake an online training safeguarding and child protection via **SSS Learning**. **All staff are required to complete modules in line with the published programme. They will also receive weekly updates via e-bulletins and staff meetings.**

Volunteers will receive appropriate training, if applicable.

12.2 The DSL and deputies

The DSL and deputies will undertake face to face child protection and safeguarding training at least every 2 years and on-line refresher training every year.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

12.4 Recruitment – interview/appointment panels

Rushden Academy is committed to the principles of safer recruitment and every recruitment panel will include at least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training.

Rushden Academy uses the following steps to safer recruitment in all its recruitment process.

Steps to safer recruitment - Before we release our post:

- Ensure that we have an up to date recruitment and selection procedure that describes the process and roles before we begin;
- Ensure that your organisation has a Safeguarding Policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials;
- Ensure that we have an up to date job description and person specification for the role(s) we wish to recruit to;
- Ensure that we have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding;
- Ensure that we have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement and application form interview;
- Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview;
- Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references;

- Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information before you select your preferred candidate;
- Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description;
- Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form before you formally appoint;
- Ensure that we are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role;
- Ensure that our preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

13. Disclosure and Barring Service (DBS) checks

Our selection and recruitment procedure includes all checks on the suitability of staff and volunteers who carry out any regulated activity including Disclosure and Barring Service checks as recommended by the LA and in accordance with current legislation.

As the majority of staff will be in regulated activity, an enhanced DBS check for any prohibition, direction, sanction, or restriction will be required.

DBS checks are further applied in the following way:

- **Visitors** - DBS checks are not required for visitors who do not have unsupervised access to children.
- **Volunteers** - Checks are required only for those who have regular and unsupervised access to children and young people. Anyone who will be visiting more than 3 times in a 30 day period will be deemed to be regular and carrying out any regulated activity.
- **Observation Placements** – Those on observation placements will be supervised at all times and have a List 99 check completed.
- **External Staff and agencies** – For visiting staff who do have unsupervised regular access to children and young people – such as educational psychologists, social workers, supply teachers, trainee teachers, nurses, sports coaches, MOD personnel and inspectors – their 'providing' organisation (for example, the supply agency, the university, primary care trust, local authority and so on) should request the check. It is sufficient, for schools and colleges to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom.
- **Other Third Party Contracted Staff** – Contracted staff who come into regular contact with children and young people – such as kitchen staff – will be included on the single central record as in the case of agency supply staff, using written assurances from the providing organisation.
- **Part-time staff with two or more posts** – Part-time staff may use the same DBS check for two or more posts as long as they are at a similar level and the academy has satisfied itself about their veracity and appropriateness.
- **Police Officers and police staff** – These people undergo more stringent checks than those for DBS and an enhanced DBS disclosure certificate is not required in most circumstances. Police officers and staff who are visiting schools in their professional capacity are only required to produce some form of endorsement of their status and their identity. Their official warrant card or identity card showing the appropriate photographic evidence would be quite sufficient in these circumstances.
- The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if a member of staff has committed one of a number of listed offences, and has been removed from paid or unpaid work in regulated activity.
- Portable DBS checks can be presented and will be checked for compliance.

14. The Single Central Record

Rushden Academy keeps and maintains a single central record of recruitment and vetting checks on the following people

- All staff who are employed as supply staff to the school whether employed directly by the academy or through an agency;
- All staff employed by the academy on a permanent, fixed term or casual contract;
- Any volunteers that the academy or college has recruited to work regularly with children and for whom DBS checks have been requested because they are working unsupervised;
- People brought into the academy or college to provide regular additional teaching or instruction for pupils but who are not staff members; for example, a specialist sports coach or artist.

The single central record is audited termly by the DSL and Principal and AAB member for Safeguarding.

15. Monitoring arrangements

This policy will be reviewed **annually** by Paula Smith Assistant Principal/Senco/DSL. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Behaviour/attendance
- Staff [behaviour/code of conduct]
- Curriculum

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children).

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

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

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

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out 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.

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.

Governors

All 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.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local 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.

Appendix 3: 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 school. 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:

1. Redeployment within the school so that the individual does not have direct contact with the child or children concerned
2. Providing an assistant to be present when the individual has contact with children
3. Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
4. 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
5. Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the 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 Principal (or chair of governors where the Principal 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 school 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 school and/or liaise with the police and/or children's social care 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.

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 children's social care 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 school 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 academy trust 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 local authority's 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 children's social care 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 school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(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 pupil.

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 the local authority's designated officer, police and children's social care 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.

Appendix 4: specific safeguarding issues

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Procedures for unauthorised absence at Rushden Academy

- Daily contact is made via telephone to priority number 1&2 contact.
- If no contact is made a text is sent out to priority 1. The message runs continually for 3 hours
- Next day this process is repeated. On day three Heads of Year and DSL's are made aware via emails that the school have been unable to make contact with the parents/carers
- This is then followed up by a home visit.

We request at least two contact numbers for each child.

- National guidance indicates after a 10 day period of absence and no contact made a referral should be made to local council. At Rushden, dependant on individual cases we will notify Northamptonshire Education Inclusion Partnership (EIP) -Children Missing in Education department earlier if necessary.
- A home visit will be made by school staff prior to making this referral.
- Poor attendance results in an attendance target being set. If no improvement this is followed up by a Parenting contract being issued.
- Failure on the above procedural steps will lead to a referral being made to EIP for intervention

Further guidance can be found at the following link:

<https://www.gov.uk/government/publications/children-missing-education>

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 the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Potential indicators of child sexual exploitation (as defined in the Child Sexual exploitation guidance February 2017)

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being

Further guidance can be found at the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs
- Potential signs that a pupil 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
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - 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
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - 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)
 - Being unexpectedly absent from school
 - 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 pupil 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 pupil 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 pupil to a pastoral tutor, learning mentor, or our in house school counsellor, as appropriate

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.

Schools 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 school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board 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 pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they will speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff at reception.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the electronic visitors' book which will take a photograph and produce a sticker that is placed on a badge and attached to a red lanyard.

We operate a coloured lanyard system: Staff wear green, regular visitors (Educational Psychologist, School nurse etc...) who we hold DBS checks and are on the SCR wear orange lanyards

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Make contact with parents/carers to ascertain if they are aware of the child's whereabouts. If they are unaware of the child's location we will request they call the police to report their child as missing. We will request that the parent or carer confirms they have called the police if this does not happen we will call the police to report the child missing.

If the child is subject to a CP plan we will also inform their allocated social worker.

Any child that goes missing will also be indicated to Northamptonshire Education Inclusion and Partnership (EIP) Team.

Appendix 5: Important Contact Details

[Keeping Children Safe in Education](#)

[Working Together to Safeguard Children](#)

[Governance Handbook](#).

<http://www.northamptonshirescb.org.uk>

<http://www.northamptonshirescb.org.uk>

<http://wearchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Whattodoifyouareworriedachildisbeingabused.pdf

<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2015/>

<https://www.lgfl.net/downloads/online-safety/LGfL-OS-Research-Archive-2006-DfES-Safeguarding-Children.pdf>

<http://www.northamptonshirescb.org.uk/schools/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

The Counter Terrorism & Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>

Revised Prevent Duty Guidance for England and Wales July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Prevent Duty - departmental advice for schools and child care providers June 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Information sharing, advice for practitioners providing safeguarding services to children, young people, parents and carers. July 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Mandatory reporting of Female Genital Mutilation procedural information, Oct 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

Multi agency statutory guidance on Female Genital Mutilation, April 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Disqualification under the Childcare Act (2006) to Childcare Act (2006) (as amended, 2018)

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

[Keeping Children Safe in Education](#)

If there is no immediate danger or if you need advice, contact Northamptonshire Multi-Agency Safeguarding Hub: (MASH)

Telephone: **0300 126 1000** (option 1). Email: www.MASH@northamptonshire.gcsx.gov.uk

To make an online referral please go to the following link:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

If you have concerns about extremism:

[Channel](#)

counter.extremism@education.gov.uk

Prevent Engagement Officers at Northamptonshire Police:

prevent@northants.pnn.police.uk or phone 101 then ext. 341166,

<https://www.northamptonshirescb.org.uk/a...-extremism-and-radicalisation>

If you have any concern about a young person acting as a runner to distribute drugs:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Guidance on sexual violence and sexual harassment between children can be found at the following link:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Record-keeping

Northamptonshire Guidance on the Retention and Transfer of child protection Records policy

<https://www.northamptonshirescb.org.uk/a...ation-Establishments-final.pdf>

Procedures for unauthorised absence at Rushden Academy

<https://www.gov.uk/government/publications/children-missing-education>

This policy was been approved by the board on:

Name:

Signature:

Position: Chair of the Board

Date:

Signed:

Date:

Due for Renewal: