Magdalen Court School

Keeping Children Safe in Education
Child Protection and Safeguarding Policy

"Safeguarding is everyone's responsibility"

This policy reflects Keeping Children Safe in Education: Statutory guidance for schools and colleges. September 2023

Key Information

- This policy was developed and adopted September 2023
- The policy will be reviewed September 2024

Child Protection and Safeguarding Policy - Key Information/contacts within school

	DSL	Tel:	Email:
Designated Safeguarding Lead Single Point of Contact (SPOC) for the Prevent Agenda Child Exploitation Lead Safeguarding Trustee Whistleblowing Trustee Encompass Lead	Jane Kendall Jane Kendall Jeff Jenner John Jenner Steve O'Connell	07840850409	Jkendall@magdalencourt.org

Safeguarding Training - **All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE (September 2023); Governors/Trustees have been provided Part 2 KCSIE and signed to say they have read and understood this document*

Staff	Training requirements	Frequency	Responsibility
All school staff	Tier 2 PREVENT awareness training (tackling extremism and radicalisation) Online safety Safeguarding briefings	Yearly 2 Years Yearly Through academic year	DSL DSL On-line safety coordinator
Designated Safeguarding Lead	Level 3 Multi-Agency Child Protection Training Safeguarding briefings/learning lessons workshops Safer recruitment Prevent duty – awareness training (tackling extremism and radicalisation)	2 Years Yearly 3 Years 2 Years	DSL
Deputy Designated Lead	Level 3 Multi-Agency Child Protection Training Safeguarding briefings/learning lessons workshops Safer recruitment Prevent duty – awareness training (tackling extremism and radicalisation)	2 Years Yearly 3 Years 2 Years	DSL
Child In Care/PLAC designated lead	Termly training as identified by the CiC/PLAC Team (LA)	On-going	DSL Virtual School (LA)
Safeguarding Governor	Multi-Agency Child Protection Training Child in Care /PLAC as identified by the CiC/PLAC Team (LA) Tier 2 safeguarding training Safer recruitment Prevent duty – awareness training (tackling extremism and radicalisation)	2 Years On-going Yearly 3 Years 2 Years	DSL Virtual School (LA)

	On-line safety	Yearly	
Local Governing Body / Trustees	Tier 2 PREVENT awareness training (tackling extremism and radicalisation) On-line safety	Yearly 2 Years Yearly	CEO

Training may alter in accordance to any local/national developments/advice received in regards to Safeguarding by Magdalen Court School

CONTENTS:	Page number
1. Introduction and Context	7
1.1 Our responsibilities	7
1.2 Meeting your communication needs	7
1.3 Terminology	7
1.4 Acronyms	8
1.5 Key Documents	8
2. Our Principles	10
2.1 Key elements of this policy	11
3. Early Help (with local referral contacts)	12
4. Child Abuse	13
4.1 Physical Abuse	13
4.2 Emotional Abuse	13
4.3 Sexual Abuse	14
4.4 Neglect	14
4.5 Bullying	14
4.6 Child Mental Health	15
5. Reporting your concerns- making a referral	15
5.1 General Principles	15
5.2 If the DSL/DDSL are not available	16
5.3 Contact MARU	16
5.4 Making a referral in writing	17
5.5 Informing Parents	17
5.6 Resolution of Professional Differences	17
5.7 If the child/family are already known to Social Care	17
5.8 Concerns in relation to transport	18
6. Specific Safeguarding Issues	18
6.1 Child Sexual Exploitation (CSE)	19
6.2 Extremism/ Radicalisation/PREVENT	19
6.3 Honour based Abuse	21
6.4 Female Genital Mutilation (FGM)	21
6.5 Forced Marriage	22
6.6 Child on Child Abuse	22
6.7 Sexual violence and sexual harassment between children in schools	23
6.8 Special educational Needs and Disabilities	24
6.9 Online Safety	24
6.10 Filtering	24
6.11 Domestic Abuse	24
6.12 Children Missing Education	25
6.13 EHE Elective Home Education	25
6.14 Exclusion – Temporary and permanent	25
6.15 Reduced Timetable	25
6.16 Looked after Children and previously looked after children	26
6.17 Young Carers	26
6.18 Private Fostering	27
6.19 Modern Slavery and Human Trafficking	27
6.20 Contextual Safeguarding	27
6.21 Child Criminal Exploitation: county lines	27
6.22 Serious Violence	28
6.23 Special Circumstances	28
7. Confidentiality and Information Sharing	29

8. Record Keeping - CPOMS	29
9. Allegations against Staff	30
10. Whistleblowing	31
11. Safeguarding roles and responsibilities	
11.1 Designated Safeguarding Lead	32
11.2 Deputy Designated Safeguarding Lead	32
11.3 Governing Body including the role of the safeguarding governor	32
12. Safer Recruitment	32
13. Attendance at Child Protection Conference	32
14. Training	33
15. Extended School and Off-site arrangements	34
16. Photography and Images	34
17. Supporting Staff NSPCC, Samaritans, GP	34
18. Operation Encompass	35
19. Adult Safeguarding	36 - 39

APPENDICES:	**Page number**
Appendix A: Signs and Indicators of abuse	40
Appendix B: Managing a Disclosure of Abuse	44
Appendix C: Procedures if an allegation is made against a member of staff	45
Appendix D: Key Roles and Responsibilities	46
Appendix E: Key messages from Serious Case Reviews	48
Appendix F: Safeguarding referral/concern form – checklist for recording actions/outcomes	50
Appendix G: Safeguarding flow chart	51
Appendix H: Job description for DSL	53
Appendix I: File transfer and receipt (to be retained by the school)	57
Appendix J: SCR checklist	58

1. Introduction and Context:

1.1 Our responsibilities

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

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2023. **This guidance must be adhered to in full by all schools and colleges.** KCSIE now also applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

This policy develops procedures and good practice within our, school to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

Our school is registered to admit pupils from school age to 19.

This policy applies to all staff who are employed by Magdalen Court School

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, including temporary staff, volunteers, parents and carers through the school's website and a hard copy will be available in the main office and on request.

1.2 Meeting your communication needs

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead within the school.

1.3 Terminology

- **Child** includes everyone under the age of 18 years old

- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school
- **Safeguarding and promoting the welfare of children is defined in KCSIE 2023 as**: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (added)
- Children includes everyone under the age of 18.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

1.4 Acronyms used in this policy

CPOMS – Child Protection Online Management System
DSL – Designated Safeguarding Lead
DDSL – Deputy Designated Safeguarding Lead
MASH- Multi Agency Safeguarding Hub
CSE – Child Sexual Exploitation
CCE – Child Criminal Exploitation
FGM – Female Genital Mutilation
KCSIE – Keeping Children Safe in Education (Revised 1st September 2023)
SCP – Safeguarding Children's Partnership
LADO – Local Authority Designated Officer
CIC – Children in Care
SEND – Special Educational Needs and Disability

1.5 Key Documents

This is an overarching policy and should be read in conjunction with the following documents:

Keeping Children Safe in Education (September 2023), which is the statutory guidance for Schools and Colleges.

Working Together to Safeguard Children (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

What to do if worried a child is being abused: Advice for Practitioner. March 2015.

Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers March 2015. Revised July 2018.

The Prevent Duty Departmental, advice for Schools and child care providers June 2015.

Multi agency Statutory Guidance on Female Genital Mutilation (Updated October 2018).

Children Missing Education- Statutory guidance for local authorities September 2016.

Multi agency Statutory Guidance for dealing with Forced Marriage Updated June 2022

Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017

Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised February 2022 Mental Health and Behaviour in school Guidance November 2018

Criminal Exploitation of children and vulnerable adults: County Lines guidance Updated May 2022

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

Relationships Education, Relationships and Sex Education (RSE) and Health Education- statutory guidance Updated September 2021

Ofsted Education Inspection Framework with specific reference to Inspecting Safeguarding in early years, education and skills settings Updated July 2022

Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020

Furthermore, we will follow the procedures set out by:

Devon Children and Families Partnership https://www.dcfp.org.uk/

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to the relevant Safeguarding Children's Partnership.

This policy should also be read in conjunction with the following Trust/school policies/protocols and supporting compliance documents where applicable linked to safeguarding within the school which can include:

Policy/Frequency of Review	**Policy/Frequency of Review**
Anti–bullying – 2 Years	Attendance - 2 Years
Acceptable user (for staff, parents and pupils) – Annually	Asthma – 2 Years
Child in Care/PLAC (LA issue) – Annually	Behaviour – 2 Years. *Should include temporary/permanent exclusions and the need for a risk assessment and liaison with the LA*
Online safety – 2 Years	Confidentiality - 2 Years
Equality and diversity – Annually	Educational visits – 2 Years
Governors/Trustees monitoring – Annually	First Aid – 2 Years
Moving and Handling – 2 Years	Mobile phone (personal devices) – 2 Years

Tacking Extremism and Radicalisation Policy – Annually	Physical Interventions (linked to behaviour policy) – 2 Years
Staff code of conduct – Annually	Safer Recruitment – 2 Years
Supporting pupils with medical conditions (including managing medical conditions) – Annually	Staff induction - 2 Years
Visitors – 2 Years	Whistleblowing – Annually
Child on Child abuse (Managing allegations against other pupils and 'upskirting') – 2 Years	EHE- Elective Home Education (Local Authority protocol)
School security – Lock down procedures – Annually	Staff code of conduct – Annually
Asthma – 2 Years	General Data protection regulation policy – Annually
Bereavement – 2 Years	Epi-pen guidance – 2 Years
Lone working – 2 years	Emotional well-being & mental health
Low level concerns	Equality & Diversity

Magdalen Court School policies

The timescale of review of such policies will be additionally determined by any local/national guidance/updates received

Additional documentation which informs our work
• Roles and responsibilities (job description) of the DSL
• Roles and responsibilities (job description) of the safeguarding Governor

2: Our Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our school activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- A focus on creating a safeguarding culture where staff feel comfortable and confident to discuss safeguarding matters in and outside work, including online safeguarding
- Ensure that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence and where all children can feel listened to and valued
- Support and encourage other groups and organisations to implement similar policies
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children
- Ensure that any training or events are managed to the highest possible safety standards
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations
- We are committed to ensure that we always demonstrate anti discriminatory and anti-oppressive practice throughout the school and with our parents, carers and all those we work with
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity
- We also recognise the additional needs of children from minority ethnic groups and disabled children

and the barriers they may face

- Carefully recruit and select all employees, contractors and volunteers
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse
- Share information about concerns with agencies who need to know, and involving parents and children appropriately
- Our school maintains an attitude of 'it could happen here' at all times
- Ensure effective governance within our safeguarding policies/practices through monitoring by the governors
- Ensure effective governance within our safeguarding policies/processes which informs our practice through the accuracy in recording/reporting school's anonymous safeguarding chronology to the LGB each term for their scrutiny and challenge which includes scrutiny of pupil's attendance
- Work effectively with local safeguarding partnerships ensuring all partnership working brings value to our safeguarding principles and practice within our school

2.1 <u>Key elements to this policy:</u>

- Establishing positive, supportive, secure working practices that put children first
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them
- Supporting children and young people in accordance with his/her agreed child protection plan
- We will follow the procedures set out by the OSCP / DCFP and take account of all guidance issued by the DfE, OFSTED and other significant bodies
- Ensure we have a DSL and a DDSL who have received appropriate training and support for their role and that we are adhering to Annex B of KCSIE September '23 (see training section)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate
- Keep written, dated and signed records of concerns about "vulnerable" children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files
- Risk-assess any off-site activity, led by the school; cascade all risk assessments through the school to inform effective, safe working practice

3. <u>Early Help:</u>

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a child:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer

- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation

These children are therefore more vulnerable; our school will identify who our vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed**.** In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral they will contact the Early Help Hub.

It is important that parents are aware of a referral being made to early help and that they give their consent. In the event that you feel the child would be unsafe if you discussed it with the parents first then you should be seeking advice from MASH. Please see 5.5 for further clarification.

The school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Additional guidance can also be accessed by using the OSCP/ DCFP multi agency threshold document.

Within Devon, the MASH (Multi Agency Safeguarding Hub) is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services
- It is single point of access for professionals, families and young people to access Early Help Services in
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hours

Devon

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

Please note that if a child who attends our school and does not live in Devon then they will need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website South West Child Protection Procedures website.

If staff have any concerns about a child's welfare they MUST act immediately

4. Child Abuse:

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revision in July 2018.

4.1 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/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.

4.2 Emotional Abuse

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

4.3 Sexual Abuse

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

4.4 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

- 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

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

4.5 Bullying

Our school takes bullying incidents very seriously. Children should be helped to understand what constitutes bullying and understand what actions will be taken if such incidents were to occur. All forms of bullying are emotionally harmful to children. As a school we have a zero tolerance to bullying. Our behaviour policy outlines the differing aspects of bullying and the school's response to this. All incidents of bullying must be reported and clearly recorded. Please see the school behaviour policy for more details.

[please refer to the school's Anti-Bullying Policy].

4.6 Child Mental Health

All staff should be aware that in some cases mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to diagnose a mental health problem. Staff however are well placed to notice any changes in a child's behaviour that may indicate they are developing or are experiencing a mental health problem.

Where children have experienced abuse or neglect or other traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout their childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that they think may be a safeguarding concern they should talk to the DSL/DDSL immediately.

Given the level of concern currently relating to children's mental health, it is advised that schools create a mental health and well-being policy to include how to identify and support children who may be at risk or self-harming.

KCSIE 2023 highlights the importance of having a Mental Health Lead in school. Their role will be to ensure with the governors that there are clear systems and processes in school for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

All referrals to external mental health services are overseen by the Mental Health Lead and the DSL. The Mental Health Lead is also responsible for overseeing the in-house mental health support and school's well-being offer, as well as supporting staff to ensure they are adequately trained and raising mental health awareness across the school.

5. Reporting your concerns

5.1 General Principles

In the first instance if a member of staff has a concern about a child they should report this **immediately** to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small piece of information but it helps to form a bigger picture.

- **However insignificant you think your concern might be this MUST be passed on to your DSL**
- **It may only be a small bit of information but it helps to form a bigger picture**

If the DSL is not available, then speak to the DDSL.

Early information sharing is vital for effective identification, assessment and support.

For all allegations of sexual abuse, harassment and child-on-child abuse advice will be sought from MASH and then a referral made. All details will be recorded on CPOMS.

5.2 If the DSL/DDSL are not available.

If there is an immediate concern about a child or their family **any member** of staff can phone the MASH for advice and guidance if the DSL/DDSL are not available.

If unsure contact MASH for advice and guidance; please note all responses to enquiry obtaining name of person providing information/guidance

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

If the risk of significant harm to the child is imminent then you must call the police on 999.

5.3 Contacting MASH(fo r advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have – including access to any chronologies the school has on the child

NSPCC - **what you can do to report abuse dedicated helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or are concerned about how a safeguarding issue is being handled within school. Staff can call 0800 800 5000 9am - 6pm Monday – Friday and 9am – 4pm at weekends, or email help@nspcc.org.uk

Details of MASH can be given to anyone in the school community if they need to report concerns out of school time; i.e. weekend or holidays.

5.4 Making a referral in writing:

Staff will back any phone call up in writing by completing the multi-agency referral form. This is available from the OSCP website https://ciossafeguarding.org.uk/scp. This will be sent by secure email which is clearly highlighted on the referral form:

The school will keep a copy of all referrals made.

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

5.5 Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this. The school nurse will be informed of any referrals. *Please refer to the flow chart to inform your decision (Appendix G)*

5.6 Resolution of Professional Differences

In the event that the school disagrees with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

https://www.dcfp.org.uk/training-and-resources/policies-and-procedures/case-resolution-protocol-and-escalation-procedures/

5.7 If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker or the area Social Care manager. If they do not know the name of the worker, they can contact MASH who will provide contact details of the worker and/or their manager.

The DSL has responsibility for promoting the educational outcomes of children with a social worker. The DSL will ensure staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.

5.8 Concerns in relation to transport

If there is a safeguarding concern in relation to transport the DSL/DDSL **must** be informed immediately noting such concerns on a safeguarding referral sheet; it will be the responsibility of the school to report this to the LA transport department with immediate effect. All information reported will be recorded within the safeguarding chronology. Copies of all correspondence made/received will be held by the school.

6. Specific Safeguarding Issues:

There are specific issues that have become critical issues in Safeguarding that Schools will endeavor to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Children missing from Education
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Child criminal exploitation (CCE) – county lines
- Children with family members in prison
- Cyber crime
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health of parents and children
- Homelessness
- So called 'Honour-based' abuse
- Child on child abuse (previously known as peer on peer)
- Sexual violence and sexual harassment between children in schools
- Private Fostering
- Preventing Radicalisation

- Online abuse/Sexting including nude or semi-nude images
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Serious violence

Our school will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, safeguarding questionnaires and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2022) provides more detail on the following:

6.1 : Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b)for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures **must** be followed; this will include a referral to MASH and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

CSE can occur over time but could also be a one off occurrence and may happen without the child's immediate knowledge; e.g. through others sharing images or videos of them on social media.

CSE can affect any child who was coerced into engaging in sexual activities including 16/17 year olds who can consent to sex. Some children may not realise that they are being exploited and may believe they are in a genuine romantic relationship.

Potential indicators of CSE are contained within Appendix A.

6.2 Extremism/Radicalisation/PREVENT

Extremism:

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young- by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018)

Our school will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

The HT and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising

- Communicate the importance of the duty
- Ensure **All** Staff and Governors implement the duty

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and online safety.

Our school will respond to any concern about Extremism/ Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the Safer Devon website (link below).

Preventing Radicalisation - Safer Devon

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

Magdalen Court School is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2023) Please refer to our school's **online safety** policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the school with any concerns.

Single point of contact:

MAGDALEN COURT SCHOOL: Jane Kendall – 01392 494919

Additional contact details:

For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team out of hours **0845 6000 388**

Police non-emergency 101

6.3 Honour-Based Abuse

So called honour-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, it includes female genital mutilation, forced marriage, and practices such as 'breast ironing'.

6.4 Female Genital Mutilation (FGM)

Our school recognises and understands that there is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU/ MASH. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

6.5 Forced Marriage

- The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (pages 155 and 156)

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with MARU/ MASH for guidance and advice.

6.6 Child on Child Abuse

Children can abuse other children. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse (please refer to our child on child abuse policy for further guidance). The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school, this may include sanctions.

Child on Child abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MASH.

Child on child is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle child on child abuse.

Please refer to our Anti Bullying, Equality and Diversity, Behaviour Policy and online safety policies

6.7 Sexual Violence and sexual harassment between children in schools and colleges

Our school has a zero tolerance to sexual harassment and sexual violence. It is never acceptable and will never be tolerated. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All victims must be taken seriously, supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting the abuse.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimize the disruption to their education.

Part 5 of Keeping Children Safe in Education (September 2023) clearly outlines the response that should be taken.

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MASH and follow guidance laid out in KCSIE (September 2023)

6.8 Children with special educational needs and disabilities and LGBTQ children.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is recognised that our school may need to devise a policy /procedure that meets the individual needs of a child. This will be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Our school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children; and

• Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child in our schools will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. In addition, we will keep under review the potential need for additional pastoral support.

LGBTQ Children

A child who may be LGBTQ is not in itself an inherent risk factor for harm. However, it may increase their vulnerability to being targeted by other children whether they are identifying themselves as LGBTQ or whether they are perceived by others to be LGBTQ.

All staff need to be able to minimise any additional barriers they may face and provide a safe place for them to share concerns.

Should any concerns arise in relation to any child in relation to their safety and welfare our school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.9 Online safety (including cybercrime)

Magdalen Court School adheres to the Guidance in KSIE 2023 with regards to online safety namely:
Our Governing Board ensures:

- the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role and how the school approaches filtering and monitoring on school devices and school networks
- all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting and 'up skirting'.

https://www.gov.uk/government/publications/teaching-online-safety-in-schools

http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards

Our school takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to our school online policy and the acceptable user policy for staff, parents and pupils.

Cyber Crime: This is a criminal activity committed using computers and/or the internet.

6.10 Filtering

Magdalen Court School adheres to the guidance within the revised KCSIE (September 2023) and this is reflected within our online safety policy.

6.11 Domestic Abuse

Domestic abuse is an indicator of abuse and neglect and it can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. (Working Together July 2018, updated July 2022). Under the Domestic Abuse Act 2021 any child if they see or hear domestic abuse and are related to any adult involved should be considered a victim.

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a long term damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioral, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

Our schools works within the principles/protocols identified through the Operation Encompass initiative

6.12 Children Missing in Education

Attendance, absence and exclusions are closely monitored (please refer to our attendance policy for further details). A child going missing from education is a potential indicator of abuse and neglect and criminal exploitation including involvement in County Lines. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

6.13 EHE- Elective Home Education

We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents/carers confirming that they are withdrawing the child from the school to home educate. Further guidance is available via:
If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers.

Elective home education - Support for schools and settings (devon.gov.uk)

The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question and/or there is an allocated social worker.

KCSIE 2023 recommends wherever possible that a multi-agency meeting is convened with the parents to ensure the best interests of the child are being met.

6.14 Exclusion – Temporary and permanent

All children who are at risk of temporary or permanent exclusion must be risk assessed and this formerly recorded. If it is not deemed appropriate or safe to continue with the exclusion then the school will work with the local authority to find a more suitable alternative.

If any child at risk of temporary or permanent exclusion has an allocated social worker they must be consulted ahead of any decision to exclude.

6.15 Reduced Timetables

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at:

Reduced timetable guidance for schools in Devon - Support for schools and settings

The use of a reduced timetable should be an exceptional measure in any of our schools. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for schools and educational settings' details further the actions and procedures that need to be followed.

6.16 Looked after children and previously looked after children (PLAC)

A previously looked after child potentially remains vulnerable. The most common reason for children

becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have

the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2023)

A designated child in care (CiC) lead and governor have been appointed from the senior leadership team, our CiC/PLAC policy identifies the appropriate CiC lead/Governor appointed.

The designated child in care lead will follow all protocols and procedures required via the Welfare Call procedures adopted by the Virtual school which informs the e-PEP process.

The CiC lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICESS). Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders.
The designated child in care lead must have appropriate training and the relevant qualifications and experience. The training for this role is provided by Devon County Council. They must attend this training regardless of whether there are currently children within the school who are in care or previously looked after children.

All designated children in care staff should read the statutory guidance on 'Promoting the education of looked after children'.

6.17 Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk.

We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

6.18 Private Fostering

A private fostering arrangement is when a child (up to the age of 16 years) is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MASH.

6.19 Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.

Advice or referral can be made via MASH 0345 155 1071

6.20 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within which such incidents and or/behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It can include child sexual exploitation, child criminal exploitation, serious violence, and gang culture.

Always have a discussion with your DSL/DDSL if you have concerns or if you have been told information that concerns you about a family.

It is important to verify as much as possible the accuracy of the information but this should not get in the way of you having a discussion with your DSL.

If making a referral to social care the school should provide as much information as possible. It can also involve links to anti-social behaviour, identifying local 'hot-spots' in the community.

6.20.1 Role of the Appropriate Adult during Police Investigations

In the event that the police request to interview or meet with a child in school the PACE Code C 2019 needs to be considered. Any child under investigation by the policy should have access to an appropriate adult to "support, advise and assist" the young person. They should also "observe whether the police are acting properly and fairly to respect the young persons rights and entitlements, and inform an officer of rank if they are not". Staff to review the home office guidance to understand their role - https://www.gov.uk/government/publications/guidance-for-appropriate-adults

6.21 Child Criminal Exploitation: county lines

Activities such as county lines, shoplifting, pickpocketing, vehicle theft/damage can all be forms of CCE.

Children can get trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence and entrap and coerce them into debt. They may be forced to carry weapons such as knives or as a form of protection for themselves. Children involved in CCE often commit the crime themselves so are not easily seen as victims and are therefore very vulnerable. They may still have been criminally exploited even if they appear to have agreed or consented to the activity. It can be very specific e.g County Lines, shoplifting, vehicle theft, pick pocketing.

All professionals should be aware that girls can also be involved in CCE. Although the. indicators may not be the same. It is important to note that those involved with CCE may be at higher risk of sexual exploitation.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more areas within the UK, using dedicated mobile phone lines or other forms or 'deal line'. This activity can happen locally as well as cross the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into County Lines in a number of locations including schools and other education settings.

Children are increasingly being targeted via social media. Children can be easily trapped by this type of exploitation as county lines can manufacture drug debts which need to be worked off or threaten serious violence towards victim and their families if they attempt to leave the county lines network

Any concerns about county lines should be referred to the DSL immediately and they should then contact MASH for guidance and advice

6.22 Serious Violence

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

6.23 Special Circumstances:

6.23.1 Work Experience

Our school has have detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience.

6.23.2 Children staying with host families - now referred to as homestay

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex D of "Keeping Children Safe in Education (2023)" to ensure that hosting arrangements are as safe as possible.

7. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. **No adult must ever guarantee confidentiality** to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young

person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately. They should then contact MASH.

The school adhere to the revised Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2019)

8. Record Keeping:

Well-kept records are ***essential*** to good safeguarding and child protection practice; we achieve this via the effective use of CPOMS (please refer to flowchart on Page 28 to guide practice). We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology
- Ensuring all records are kept secure and in a locked location
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance
- Ensuring all records are clear, factual and jargon free
- Act promptly in relation to information received/recorded detailing all actions undertaken
- Liaise promptly with multi-agency teams (e.g. – school nurse/social care) in relation to information received if/as appropriate
- Respond to ViSTS/Operation Encompass details received from the police in a timely manner, sharing information if/as appropriate with school colleagues (class teacher/school nurse)

9. Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our schools. We follow the mandatory guidance in KCSIE 2023 Part Four which includes the management of 'Low Level Concerns'. Please refer to the schools policy on managing allegations against staff.

Staff need to be mindful that it is not only their behaviour in school which may lead to concerns being raised. Where a member of staff or volunteer is involved in an incident outside of school which may/may not have involved children but could impact on their suitability to work with children this should be discussed with the LADO. Usually referred to as 'Transferrable risk'.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

In all instances the Head teacher must be informed. If the head teacher is not available, then the DSL should be advised.

- **<u>Any</u> allegation regarding ANY member of staff (including the Head Teacher) MUST be passed onto the LADO in regards to information received (within 24 hours)**
- **Once the LADO has been informed; the information will need to be passed onto Safeguarding Trustee**
- **If the allegation concerns relate to the Head teacher, then the Chair of Governors must also be informed**

In all situations regarding an allegation of abuse against a member of staff/volunteer/governor the school must not act alone and must seek advice and make a referral where necessary.

In all such circumstances the Head teacher, or Chair of Governors (if the allegation is against the Head teacher) will always contact the LADO for advice

As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. **<u>All allegations and concerns should be referred to the LADO within 24 hours</u>** where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.

The following issues need to be considered and included in the relevant policy

- What are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned
- Ensure low level concerns are also carefully recorded and stored securely and confidentially.

Contact details LADO:

Devon LADO enquiries Exeter (01392) 384964 LADO@devon.gov.uk

If a referral needs to be made, then this must go through MARU who will then pass it on to the LADO team.

The referral form can be found at: -

https://www.devon.gov.uk/educationandfamilies/child-protection/managing-allegations-against-adults-working-with-children

10. <u>Whistleblowing:</u>

Please adhere to the school whistleblowing policy. Revised in April 2021

Whistleblowing Trustee:

John Jenner - 01392 494919

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

Further contact details are contained within the revised Whistle blowing policy (September 2019)

11. Key Safeguarding Roles and Responsibilities:

11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. All schools within our Trust follows the guidance in Annex B of KCSIE (revised September 2023) which outlines the key responsibilities of the DSL.

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2023) which outlines the key responsibilities of the DSL and DDSL.

11.3 Governing Body including the role of the Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2023). In addition, we have outlined these responsibilities in Appendix.

12. Safer Recruitment (please also refer to the Safer recruitment policy)

Our school operates safer recruitment policy and procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

All schools within our Trust complies with the requirements of KCSIE, September 2023 - Part 3

13. Attendance at Child Protection Conference:

If a child or young person becomes the subject in a Child Protection Conference as a school, we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting preferably by the school.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

14. Training:

All members of our workforce, who work directly with children, have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2023) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2023). *Optional for schools, those members of staff who do not work directly with children can be given Part 1 or Annex A*

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governor's meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2023) Key contacts, and What to do if a Child discloses Abuse, and Recording concerns.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school.
In addition, all staff must recognise the additional risks that SEND children can face especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole school training. Once this training is completed they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. KCSIE 2023 Part Two is clear about the expectation that all governors also have an understanding of their **strategic** responsibilities in relation to safeguarding. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff. All those involved in Safer Recruitment must read KCSIE Part 3.

Safeguarding training assurance from 3rd party providers/contractors:

It is the responsibility of our Schools to seek assurance from the 3rd party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the School has the assurance needed). In addition to this, the School will ensure that contractors/3rd party suppliers receive local safeguarding information (the School safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3rd party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance, the School will keep a record of responses from contractors/3rd party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.

15. Extended school and off-site arrangements:

All extended and off-site activities are subject to risk assessment to satisfy health and safety and safeguarding requirements (please refer to our educational visits policy). Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

16. Photography and images:

A separate policy is held but our **staff are aware at no time should their own personal cameras/smart phones be used in recording children or young people in this school.**

Each of our schools will ensure that they get parental permission to take photographs of children for media, website and other school purposes.

Any person taking images of the children should be challenged by staff unless they are absolutely confident they have the relevant permissions.

17. Supporting our Staff:

Our school recognises that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Devon who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU/ MASH or the Early Help Hub.

In addition the member of staff should be able to access support through:

- **Their own GP**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE - Telephone: 0808 800 5000 (not just there for children)**

The DSL and Safeguarding Trustee will take responsibility for updating this policy and informing, all staff and the Governing Body of key changes.

Operation Encompass:

Each school has an identified Key Adult who is the DSL

Operation Encompass Safeguarding Statement

Each of our schools are part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with any of our schools PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

17. Adult Safeguarding

Introduction

The school recognises that adults have the right to live life free from harm and abuse and with dignity and respect. It is a moral and legal duty that everyone who works with adults who may be at risk from harm and abuse, are involved in protecting their welfare and safety. Adult safeguarding therefore requires all agencies to work collaboratively to improve outcomes, rather than duplicating or superseding existing responsibilities for providing safe and effective care.

Adults at Risk: Section 42 of the Care Act 2014 sets out a clear legal framework for how local authorities and other statutory agencies should protect adults with care and support needs at risk of abuse or neglect. The Care Act defines an adult at risk as an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) **and**;
- Is experiencing, or at risk of, abuse or neglect; **and**
- As a result of those needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

The **local authority** retains the responsibility for overseeing a safeguarding enquiry and ensuring that any investigation satisfies its duty under section 42 to decide what action (if any) is necessary to help and protect the adult, and to ensure that such action is taken when necessary.

The school will therefore, be fully informed on their safeguarding working practice regarding vulnerable adults by the Devon Adult safeguarding principles and key legislation underpinning this legal framework; both aspects are fully outlined in the:

Devon Adult Safeguarding Board Adult Safeguarding Policy Operational Procedure and General Guidance

Policy and guidance - Devon Safeguarding Adults Partnership

These principles, key legislation and associated guidance implement the 2011 Government policy which states:

"The Government's policy objective is to prevent and reduce the risk of significant harm to vulnerable adults from abuse or other types of exploitation, whilst supporting individuals in maintaining control over their lives and in making informed choices without coercion" (Statement of government policy on adult safeguarding: 2011)

Adult at risk of abuse or neglect:

The adult safeguarding duties under the Care Act 2014 apply to an adult, **aged 18 or over.** Whilst it is acknowledged that abuse or neglect can take different forms, the Care Act 2014 guidance identifies the following types of abuse or neglect:

- Physical
- Domestic Abuse
- Psychological
- Sexual abuse
- Financial or material abuse
- Modern Slavery
- Neglect and acts of Omission
- Discriminatory abuse
- Organisational abuse
- Self-Neglect

The school additionally acknowledges the Counter Terrorism & Security Act 2015 which fully informs our Prevent policy and associated guidance (see the shool Prevent policy).

Duty of Care:

The school will retain the same duty of care principles as it affords our vulnerable children recognising that everyone has a clear moral and/ or professional responsibility to prevent or act on incidents or concerns of abuse. Our duty of care to adults identified at risk, will be fulfilled when all the acts reasonably expected of a person in their role have been carried out with appropriate care, attention and prudence.

The school will therefore:

- respond to issues of abuse and neglect in accordance with the Multi-Agency Adult Safeguarding Policy and Procedure
- maintain their own internal policy and procedures, consistent with the Devon multi-agency Policy and Procedure
- ensure all staff and volunteers raise adult safeguarding concerns as specified with the Devon multi-agency Policy and Procedure
- ensure that appropriate senior representatives of the organisation attend and actively contribute to adult safeguarding Strategy Meeting/ discussions
- provide details of enquiries undertaken and their findings to inform adult safeguarding plans and any meetings or conferences held to develop plans
- attend meetings and actively contribute to adult safeguarding processes;
- work in partnership with other agencies to ensure the safeguarding planning needs of the adult at risk are met

- ensure information is shared between agencies in accordance with information sharing policies and protocols
- keep its own records in relation to safeguarding concerns and how these are responded to
- supports and empowers adults at risk to make decisions about their own lives
- adhere to the principles of the Mental Capacity Act 2005*, and accompanying Code of Practice, where an adult at risk lacks capacity to make the relevant decision(s)
- support adults at risk to end abuse and to access support that enables them to achieve resolution and recovery wherever possible

Reporting safeguarding concerns:

All members of staff will report any safeguarding concerns to the DSL/ DDSL of the school using the well-embedded CPOMs process, providing all necessary detail in the electronic records made. The DSL/ DDSL will act upon the information received in accordance to the detailed records made.

Additional consideration to be taken by the school:

The school recognises that in law, young people aged 16 and over are presumed to have capacity and at that point parental rights under the law in relation to the young person's education will automatically pass to the young person themselves. The law outlines that every adult (when a young person turns 18), whatever their disability, has the right to make their own decisions (parental responsibility ends when the young person turns 18), where they have capacity to do so, and should be supported to do so wherever possible.

The school will always work directly with our young people to encourage them to make their own decisions, however, the law recognises that some adults at risk may not be able to make their own decisions about the risks presented by known facts. The school will look towards the Mental Capacity Act (2005); this is the law that outlines how decisions are made concerning adults and governs the work of the Trust. It applies to people over the age of 16. The Act recognises that if the adult does not have the mental capacity to make a decision, then key adults involved with the adult will be involved in making decisions of their behalf ('best interests'). This includes parents, medical and educational professionals and other relevant agencies depending upon the complexity of the situation. At all times, the adults' best interests must be considered carefully when assessing risks (capacity assessment) and determining courses of action, including safeguarding plans.

https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/mental-capacity-act/

http://www.legislation.gov.uk/ukpga/2005/9/contents

Using this additional information, the DSL/ DDSL will liaise with adult social care colleagues in regard to any safeguarding concerns raised regarding any vulnerable adult within our schools particularly when it is perceived they lack the capacity to make informed decisions regarding their own personal safety and welfare. The welfare needs of the young person will be at the forefront of any social care discussion, planning appropriately with them to ensure a robust multi-agency approach in the identification of potential outcomes; the SPT will act upon such advice and guidance discussed/ received.

GDPR:

The Care Act 2014 establishes the importance of organisations sharing vital information related to abuse or neglect with the Safeguarding Adult Board (SAB); information sharing between organisations is therefore essential to safeguard adults at risk of abuse, neglect and exploitation. Information sharing must be consistent with the requirements of GDPR; whether information is shared with or without the consent of

the adult at risk, the information shared should be necessary for the purpose for which it is being shared and shared only with those who have a need to know in order to:

- protect the vital interests of the person/or public or
- prevent or detect crime

The school will identify arrangements, consistent with principles and rules of fairness, confidentiality and data protection, for making records available to adults at risk and the people allegedly abusing or neglecting adults. Information will always be:

- accurate and up to date
- shared in a timely fashion
- shared accurately
- shared securely

If required, further information, advice and guidance can be obtained from the Data Protection Officer at school.

Transition between children's and adult services:

The Care Act (Section 14.5) states - *Where someone is over 18 but still receiving children's services and a safeguarding issue is raised, the matter should be dealt with as a matter of course by the adult safeguarding team. This should involve the local authorities' children's safeguarding colleagues as well as any relevant partners (e.g. police or NHS) or other persons relevant to the case.*
An 18-year-old person must however meet the criteria for use of the adult safeguarding procedures, i.e.-

- *has needs for care and support (whether or not the local authority is meeting any of those needs)*
- *is experiencing, or at risk of, abuse or neglect*
- *as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect*

Any staff member within the school can raise a concern relating to any vulnerable adult contacting the Devon Safeguarding Adults Partnership Team:

Devon Safeguarding Adults Partnership Team – 0345 1551007/ 0345 6000388
Email: csc.direct@devon/gov.uk

https://www.devonsafeguardingadultspartnership.org.uk/

Report your concern - Devon Local Authority boundaries - Devon Safeguarding Adults Partnership

Appendix A: Signs and Indicators of Abuse

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff

recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.
It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that our different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.

- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE)

Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked the do not know personally
- Disengagement from education
- Associate with other children involved in exploitation
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Children who suffer from sexually transmitted disease or are pregnant
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing or regularly coming home late
- Talking about friendships with older young people/adults
- Children who have older girlfriends/boyfriends
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late

- Chronic tiredness

Reference: Child sexual Exploitation - guide for practitioners February 2017

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8- 15-year-old girls are the most vulnerable

Indicators may include:

- Days absent from school
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM

Children who may not be ready to disclose

All staff should be aware that children may not feel ready to know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. They might feel embarrassed, have misguided feelings guilt, humiliated or being threatened. This could be due to their vulnerability, disability, sexual orientation or language barriers. None of this should prevent staff from having 'professional curiosity' and speaking to the DSL.

Appendix B: Managing a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

If:A child or young person discloses abuse, or

- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You **RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations**:** rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it ------ **?**.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate**.**

Types of Questions you can ask: TED

Can you **tell** me?
Can you **explain**?
Can you **describe**?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available, contact MASH.**

Staff **MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MASH
- Speak to the parents until you have had a conversation with your DSL/MASH
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

3

<u>APPENDIX C: Procedures if an allegation is made against a school staff member</u> (including supply staff, volunteers and governors). Refer to the Managing Allegations against staff policy.

Please refer to KCSIE 2023 Part 4 for all details.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Governors or the Safeguarding Trustee should be informed immediately.

In KCSIE 2023 Part Four they introduced two sections covering the two levels of allegations/concern. 1. Allegations that meet the harm threshold and 2. Allegations/concerns that do not meet the harm threshold and are referred to as low level concerns. These will still be recorded internally but not passed on if the member of staff leaves the school.

In any situation where the head teacher or COG is unclear or the allegation is of a potentially serious nature then there must be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MASh can be contacted for advice and guidance. If they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

Report a child safety concern - Devon Children and Families Partnership (dcfp.org.uk)

This should then be sent in via MASH

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what she/he

Appendix D: Key Roles and Responsibilities (see roles and responsibilities at the back of this document):

Designated Safeguarding Lead (DSL):

The school follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

Deputy Designated Safeguarding Lead (DDSL):

- **As above. They will be trained to the same level of the DSL**
- **They should be a permanent member of staff**

Safeguarding is discussed at the Senior Leadership Team meeting with detailed chronologies submitted to Trustees/LGB each term (including attendance analysis). All records are kept centrally/electronically to be available /accessed by the designated safeguarding staff.

Trustees/Governing Body:

To ensure effectiveness governance of safeguarding and meet the requirements of Part 2 of KCSIE (September 2023) our Trustees and Governing Body will ensure:-:

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self- assessment on an annual basis
- Are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Devon
- Have a nominated link Governor for Child Protection and Safeguarding in each of our schools and this person has received appropriate training for their role. **They should not be a member of staff within the school** as this could lead to a possible conflict of interest and they need to act as the schools 'critical friend'.
- That as Trustees/Governing Body, we have an overview of children who are at risk of being excluded and EHE (no identifying details).
- Ensure Safeguarding Governors do not act in the role of DSL or DDSL. No member of the governing body will be given confidential information about any child or family in school unless the permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for our governor meetings and briefings will be anonymised.
- Arrange with the designated safeguarding governor visits to the school regularly to review safeguarding within the school and includes within visits regular discussions with children; this will include monitoring of the SCR
- Have a DSL for Child Protection, appointed from the Senior Leadership Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs will be sufficient in number depending upon the size and demands of the school.
- Know the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- Make arrangements for a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- Have a nominated link Governor for CIC/PLAC (Children in Care/Previously Looked After Children) and SEND alongside other nominated leads in the School on these issues;

- Have an appointed teacher who is responsible for Children in Care (CiC) who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care provided by the LA (Virtual school).
- Include safeguarding is an agenda item at every full governing body meeting and staff meetings and all meetings are recorded accurately
- Have procedures in place in handling allegations against Staff, Supply Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- Identify a whistle blowing governor and this information is published on the school web site.
- Provide effective induction; that all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the School's policies and procedures.
- Arrange for all staff to have regular reviews of their own practice to ensure ongoing personal/professional development.
- Provide appropriate training; that all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- Ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE/Relationships.
- Have in place an on-line Policy equipped to deal with a widening range of issues associated with technology.
- Our School is making the link between mental health and safeguarding
- Understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan following all protocols outlined within our attendance policy.
- Notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Make sure that the Child Protection/Safeguarding Policy is available to parents and carers displaying on the school's website.
- Review all relevant safeguarding policies on a regular basis (safeguarding policy will be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school. This includes the introduction of the new mandatory Relationship, Sex and Health Education curriculum.

Appendix E: Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travelers/language/religion were involved
- Parents with a mental health problem/ learning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information
- Ensuring the needs of the child are paramount above those of the parents
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices

Appendix F: Safeguarding referral/concern form – checklist of recording actions/ outcomes

This form is to be used if any member of staff is not able to access CPOMS; the form must be handed to the DSL/DDSL with immediate effect.

SAFEGUARDING - REFERRAL/CONCERN REPORT FORM ***To be completed by ALL workers logging a Concern/Disclosure about a Child's Safety and Welfare*** ***IF REQUIRED PLEASE ENSURE YOU SEEK GUIDANCE FROM ONE OF THE SAFEGUARDING OFFICERS OF THE SCHOOL WHEN FILLING OUT THIS CONCERN REPORT***	
Child's Name:	Date of Birth:
Date (include year):	Time:
Printed name:	Signature:
Position/role:	
Note the reason(s) for recording the incident/concern:	
Record the following factually:	**Who?**
	What?
	Where?
	When?
Offer an opinion where relevant (how and why might this have happened?) Please ensure that you substantiate your opinion:	
Note action taken, including names of anyone to whom your information was passed:	

CHECKLIST FOR RECORDING ACTIONS AND OUTCOMES ***For DESIGNATED SAFEGUARDING LEAD: A Checklist for Recording ACTIONS and OUTCOMES following Child Protection Concerns/Disclosures from staff***		
Date (include year) and time of incident:		
Name and address of child(ren) and DOB	NAMES:	DOB:
Factual account of the incident or information, attached on separate sheet. (Who? What? Where? When?)	YES:	NO:
Your name (PRINTED):		
Names and job titles of any other staff involved:		
With whom has the information been shared?		
What action has been taken, and by whom?		
Outcomes:		
Your signature:		
Date and time of log:		
Where is the information to be filed? Any cross-references?		
Have you updated the safeguarding chronology (management platform), please date entry:		

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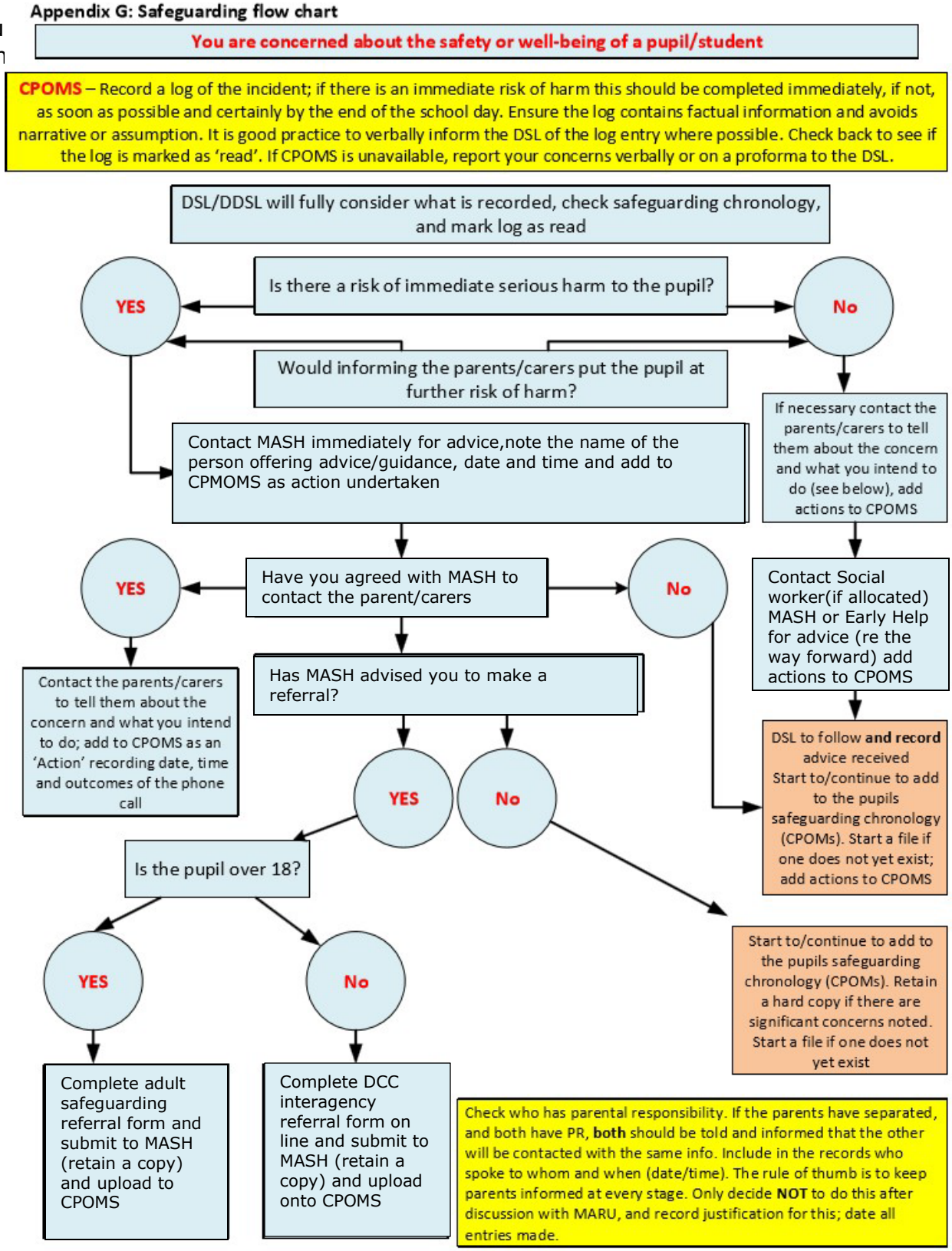
Appendix G: Safeguarding flow chart



APPENDIX H: Job description for DSL

Job description for DSL

Job Description
Job Title: Designated Safeguarding Lead
Responsible to: Local governing Body and Trustees of Magdalen Court School

1. Main function of the job
To take the **lead responsibility** for safeguarding and child protection (including on-line safety) in the school by:

- managing referrals
- working with others
- delivery of effective training
- raising the awareness of safeguarding/child protection
- acting as the main point of contact within the setting for safeguarding and child protection
- ensuring child protection files are transferred to new schools/settings if/as appropriate
- ensure they/the deputy safeguarding lead(s) is/are available during term time; to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Managing referrals:
The designated safeguarding lead will be expected to:

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

Work with others:
The designated safeguarding lead will be expected to:

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

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

The designated safeguarding lead will undertake Prevent awareness training.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;111
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise awareness:
The designated safeguarding lead will:

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

Child protection files:
The designated safeguarding lead will:

- Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible (within 5 days)
- Ensure this file is transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained
- Receiving schools and colleges should ensure key staff such as designated safeguarding leads, are aware as required
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Availability:
The designated safeguarding lead will:

- be always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns
- arrange for the deputy safeguarding lead to be available/in school if the designated lead will not be available
- define the arrangements for adequate and appropriate cover arrangements for any out of hours/out of term activities

2. Skills required
The designated safeguarding lead will have:

- The ability to foster good relationships with parents/carers, children and adults working/volunteering with children within the setting
- An interest in the well-being of children and in safeguarding and child protection matters
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda
- Strong listening skills and the ability to deal with sensitive situations with integrity
- The confidence and good judgment to manage situations relating to the poor conduct/behaviour of others towards a child
- Sound understanding of the safeguarding agenda

3. Main Tasks
The designated safeguarding lead will through their identified roles and responsibilities safeguard children by:

- Implementing, promoting and reviewing the Safeguarding and Child Protection Policies and Procedures within the setting
- Acting as the main point of contact within the setting, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place.
- Ensuring all staff are familiar with, and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise. This will also be included as part of the staff induction programme.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and ensuring all staff have appropriate and up to date training.
- Ensuring all relevant information around Safeguarding and Child Protection is communicated to the staff team through staff meetings ensuring safeguarding is a standalone agenda item at all meeting including meetings held by the LGB.
- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.
- Advocating the importance of Safeguarding and Child Protection to parents so that they know we have their child's best interests at the heart of our practice.
- Monitoring child attendance, including non-attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.
- Representing the key link to statutory agencies (Social Care or Police) during and following any formal investigations that may have to take place. This includes maintaining confidential records of reported cases, action taken, liaising with the statutory agencies and ensuring they have access to all necessary information.
- Liaising with local children's services and our LSSCB as necessary
- Advocating the importance of Safeguarding and Child Protection to parents, staff, volunteers and students.
- Ensuring that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by the Deputy DSL or another suitably trained member of staff.

For support and advice, the Designated Safeguarding lead will contact:

- South West Child Protection Procedures www.swcpp.org.uk
- Local Safeguarding Children Board Website www.safechildren-cios.co.uk
- LADO
- MASH
- Police – 101

For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gov.uk

Fax: 01392 448951

Enquiry Form available at:

https://new.devon.gov.uk/making-a-mash-enquiry

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team out of hours **0845 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

https://new.devon.gov.uk

Early Help Team

Senior Manager: TBC
Manager Exeter and South: TBC
Manager Mid & East: Ian Flett 07815 562 370
Manager South & West: Karen Hayes 07854 253424
Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox
North: earlyhelpnorthsecuremailbox@devon.gov.uk
Mid & East: earlyhelpmideastsecuremailbox@devon.gov.uk
South & West: earlyhelpsouthsecuremailbox@devon.gov.uk
Exeter: earlyhelpexetersecuremailbox@devon.gov.uk

For emergencies outside of office hours please call:
0345 600 0388 or 0845 600 0388

APPENDIX I: File transfer and receipt (to be retained by the school)

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending/transferring school

NAME OF CHILD:	
DOB:	
ADDRESS OF SCHOOL **SENDING** CP FILE: Email: Telephone number:	
DATE FILE SENT:	
NAME OF HEADTEACHER:	
METHOD OF DELIVERY:	
SIGNATURE:	

……

PART 2: To be completed by receiving school/college

NAME OF SCHOOL/COLLEGE **RECEIVING** FILE:	
ADDRESS: E mail: Telephone number:	
DATE FILE RECEIVED:	
NAME OF HEADTEACHER/ PRINCIPAL RECEIVING FILE:	
HAD THE FILE BEEN TAMPERED WITH IN TRANSIT?	
SIGNATURE:	

- **Transferring School:** Please ensure that the child protection file is passed to the Designated Safeguarding Lead (DSL) or their cover at the receiving school/college using a secure method of delivery with Part 1 of this form completed. Please retain a photocopy of this form
- **Receiving school/college:** Please complete part 2 and return this form to the Head Teacher listed in Part 1 above. **You are advised to keep a copy for your reference**

APPENDIX J: SCR checklist

Date:	Head Teacher	Safeguarding Governor

Single Central Record Checklist - minimum expectations **(Tick)**

Name of person:	
Address:	
Date of birth:	
Evidence of ID (including photograph):	
Qualification(s) required:	
Qualification(s) evidenced and date checked:	
Employment start date:	
DBS Enhanced Check and date received (the number maybe recorded but it is not statutory):	
Barred List Check (If necessary and had to be undertaken separately) and date received:	
Prohibition Check (for anyone who will be in sole charge of a class) date checked & Restriction check for teachers who have worked in EEA countries:	
Right to Work in UK; date checked & appropriate evidence (e.g passport/other):	
Overseas checks needed/undertaken (type and date):	
Section 128 Prohibition Check for management positions in Independent Schools (including Academies and Free Schools):	

Single Central Record Checklist

This process will take place each term; any actions required will be recorded and followed up within one week to secure compliance measures are adhered to

Single Central Record – people to include (in Excel, usually on a separate tab)

Teachers & Student teachers on payroll:	
Support staff:	
Administrative staff:	
Premises staff:	
Governors / Proprietors / Trustees:	
Volunteers:	
Agency staff (working in the school for a 'reasonable' length of time):	
3rd Party, Contractors & Student teachers on placement:	
Additional instructors/coaches etc:	
Self Employed Individuals:	

Notes

Make sure there are no gaps; enter 'not applicable' or other relevant phrase	
SCR **must** be current. Archive onto a separate tab or delete people who have left in compliance with the Trust GDPR & Archive/Retention procedures:	
SCR **must** include Enhanced Check/Barred List for people appointed after 2006	
*For those employed pre 2002 there is not a requirement for an enhanced DBS but they **must** have a Barred list check:*	
SCR should record what has been seen, when it was seen and by whom it was seen	

Some schools also record on the SCR (not statutory)

Childcare Disqualification:	
Safer Recruitment Training or Safeguarding Training:	
References (2); checked and date received:	
Safeguarding induction completed:	

Any actions identified from this check:

Action required:	**Person Responsible:**

Head Teacher:	
Safeguarding Governor:	