



Policy Consultation & Review	Paragraph added to reflect the need for staff to be consulted on the safeguarding policy and procedures
1. Purpose & Aims	No change
2. Ethos	2.2 amended to reflect emphasis in the revised guidance that staff should consider at all times what is in the <b>best interests</b> of the child. 2.5 reference and hyperlink to NSCB procedures inserted.
3. Roles & Responsibilities	Changes and additional points throughout the section to reflect that the DSL should be a senior member of staff from the leadership team and need for cover in line with the requirements of the Keeping Children Safe.  Section added in light of the learning from NSCB Serious Case Review P and this advice, to reflect that the DSL and Attendance Lead should regularly meet to discuss Persistently Absent and missing pupils to ensure appropriate safeguards are in place.  Schools should make arrangements to ensure that this becomes part of safeguarding practice within the school.
4. Training & Induction	4.2 Included requirement for staff to receive on-line safety training as this is part of the overarching safeguarding approach of the school. 4.6 amended to clarify Part 1 and annex A will be provided to all staff at induction 4.7 amended to reflect training will be provided at induction 4.8 amended to reflect annual training requirement and outline mechanisms in place to support staff to discharge their responsibilities 4.9 added temporary staff 4.10 added information about DSL accessing regular updates in addition to formal training 4.7 hyperlinks updated and information makes reference to Annex A
5. Procedures for Managing Concerns	5.6 makes reference and link to Threshold Guidance and Local Assessment Protocol 5.12-5.16 additional paragraphs covering peer on peer abuse, SEN, HBV and Prevent
6. Records & Information Sharing	No change
7. Working with Parents	No Change
8. Child Protection Conferences	No Change

10. Safer Working Practice	10.4 makes reference to 2015 Safer Working Practice Guidance
11. Managing Allegations Against Staff & Volunteers	11.3 hyperlinks updated and amended to reflect local LADO procedures 11.4 explicit reference to the application of these procedures in respect of volunteers and agency/supply staff. 11.6 reference to NSPCC whistle-blowing helpline and Government guidance inserted.
12. Relevant Policies	No Change
13. Statutory Framework	Inserted ' <a href="#">Mandatory Reporting of Female Genital Mutilation - procedural information</a> '
Appendices	Appendix 1: amended to include specific dates of incident and time reported Appendix 2: added NSPCC helpline information Appendix 3: updated hyperlink to NSCB1



**Eastern Multi-Academy Trust**  
Empower - Motivate - Aspire - Transform

# **Policy for Safeguarding incorporating Child Protection**

**Revised July 2016**

Incorporating the provisions of 'Keeping Children Safe in Education',  
September 2016

## Policy Consultation & Review

This policy is available on our Trust website and links can be found to it from each academy website. It is also available in hard copy or via email by request from any academy office or the Trust offices. We also inform parents and carers about this policy when their children join our academies and through our newsletters.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Employee Code of Conduct. In addition, all staff are provided with Part One and Annex A of the statutory guidance [‘Keeping Children Safe in Education’](#), DfE (2016).

This policy will be reviewed in full by the Trust’s Board of Directors on an annual basis. This policy was last reviewed and agreed by the Governing Body on Thursday 14<sup>th</sup> July 2016. All staff have been invited to add their further suggestions before and during the staff training days in September 2016. Amendments have now been made to improve the policy as a result and these are highlighted in yellow text.

The next full review is due at the board meeting in July 2017.

Signature

Duncan Ramsey, Chief Executive

Date:

Signature

Derek Stringer, Chair of Directors

Date:

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## **Annex A: Requirements for publication of academy-specific information**

This document consists of:

- Trust Policy on child protection and safeguarding
- Appendices supporting the policy
- A template for Local Academy Safeguarding Procedures, for completion and approval locally for each academy (Annex 1). This information is published and updated each year on individual academy websites:

[www.downhammarketacademy.co.uk](http://www.downhammarketacademy.co.uk)

[www.eastgateacademy.co.uk](http://www.eastgateacademy.co.uk)

[www.kingslynnacademy.co.uk](http://www.kingslynnacademy.co.uk)

[www.kesacademy.co.uk](http://www.kesacademy.co.uk)

[www.nelsonacademy.co.uk](http://www.nelsonacademy.co.uk)

[www.southeryacademy.co.uk](http://www.southeryacademy.co.uk)

[www.emnethacademy.co.uk](http://www.emnethacademy.co.uk)

[www.upwellacademy.co.uk](http://www.upwellacademy.co.uk)

[www.northwoottonacademy.co.uk](http://www.northwoottonacademy.co.uk)

### **1. PURPOSE & AIMS**

1.1 The purpose of the Trust's safeguarding policy is to ensure every child who is a registered pupil at one of our academies is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children within our academies.

1.3 Our Trust fully recognises the contribution it can make to protect children from harm by supporting and promoting the welfare of all children who are registered pupils at our school. Our policy is driven by three key principles: prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

## 2. OUR ETHOS

- 2.1 The child's welfare is of paramount importance. Our academies will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our academies will be able to talk freely to any member of staff if they are worried or concerned about something.
- 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff within our academies play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Each academy will prepare a statement detailing how its curriculum extends children's understanding of personal safety, including: dangers, management of risk and how to stay safe and happy. This will form part of Annex 1 to the policy, completed by each academy.
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and [Norfolk Safeguarding Children Board procedures](#).

## 3. ROLES AND RESPONSIBILITIES

- 3.1 Contact details of the key responsibility holders for safeguarding in each academy is collated within Annex 1, completed by each academy and published on individual academy websites.
- 3.2 Most queries or concerns with regard to safeguarding should be directed to the Principal or Governor linked to safeguarding at each academy (see

below). However, should there be wider concerns about the Trust's approach, the key contacts are as follows:

- Duncan Ramsey, Chief Executive (Trust 01553 779689)
- Debbie Gates, Trust Director linked to safeguarding (BCKLWN switchboard 01553 616200)

3.3 It is the responsibility of every member of staff, volunteer and regular visitor to our academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils within our academies. This includes the responsibility to provide a safe environment in which children can learn.

### **The Trust**

3.4 The Board of Directors of the Trust, supported by the local governing body of each academy, is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Trust takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor at each academy who champions safeguarding within that location. The Trust also has a responsibility to provide a safe environment in which children can learn.

3.5 The Trust will ensure that the safeguarding policy is in place and is reviewed annually, is available publicly via our websites and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures. Further supporting policies, such as a policy for dealing with allegations of abuse by staff and the employee code of conduct, will also be in place and up to date.

### **Local Governing Bodies**

3.6 The Governing Body will ensure that:

- A named governor takes lead responsibility for championing safeguarding in the academy
- The safeguarding policy is actioned by the academy and its internal procedures support its successful implementation;
- The academy contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2015);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained member to deal with any issues

in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2016);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.7 The governing body will receive a safeguarding report at each meeting (primary academies) or at each Behaviour, Attendance and Wellbeing committee meeting (secondary academies), that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

### **The Principal**

3.8 Each Principal is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Trust, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

### **The Designated Safeguarding Lead (DSL)**

3.9 The Designated Safeguarding Lead is a senior member of staff, from the leadership team, who takes lead responsibility for safeguarding and child

protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'.

3.10 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.11 During term time the designated safeguarding lead and or a deputy will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.12 The DSL will represent their academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.13 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.14 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed [safeguarding training pack](#) provided by Norfolk Children's Services.

3.15 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the DSL to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect, including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm. In many of our academies, the DSL and attendance lead are the same colleague, or the teams are co-located, assisting close working on these issues.

#### **Designated Safeguarding Governor**

3.16 The designated safeguarding governor must be available as another point of contact, should concerned members of staff or members of the academy community feel more comfortable raising a concern with someone outside of the staff structure.

- 3.17 The designated safeguarding governor is an alternative point of contact and source of support should someone wish to raise a concern about a Principal or governor, yet not be able to contact the Chair or Vice-Chair of Governors.
- 3.18 The designated safeguarding governor should normally be a member of the Behaviour, Attendance and Wellbeing committee, if they are attached to a secondary academy. This ensures that they can contribute to and feedback from, the appropriate committee concerned with safeguarding.
- 3.19 The governor should chair regular (at least termly) meetings with the Principal, DSL and deputy DSLs to review safeguarding policy and practice. These **safeguarding review panel** meetings should follow the Trust agenda and be minuted (see Appendix 5).
- 3.20 A key activity of the safeguarding review panel meetings is to complete the initial audit of safeguarding policy and practice using the local authority template, action planning the necessary remedial work and then revisiting the plan to measure improvement at each session.
- 3.21 The safeguarding governor must also ensure that the safeguarding governor checklist is completed, in collaboration with academy staff where necessary (see Appendix 6).
- 3.22 It is the Trust's expectation that the designated safeguarding governor will regularly undertake safeguarding training, including in particular areas of emerging concern locally and nationally.

#### **4. TRAINING & INDUCTION**

- 4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our safeguarding policy along with the employee code of conduct, Part one and Annex A of *'Keeping Children Safe in Education'* and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents and sign for their receipt and to confirm that they will read these. They will also be provided with the recording form, given information on how to complete it and who to pass it to.
- 4.2 Every new member of staff or volunteer beginning at the start of a new term will receive a full safeguarding induction on their first day (usually a staff training day). Those beginning at another time, mid-term, will receive a safeguarding information pack with key information on their first day and a safeguarding induction within one week of joining the academy. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to

record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'.

In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board advice and we will evaluate the impact of this training via a staff questionnaire and ample opportunity for colleagues to ask questions during and after training sessions;
- where staff members express doubt or lack of confidence in their knowledge to deal with safeguarding matters, or concern is raised about a colleague's ability in this area, individual follow-up training and advice from the DSL will be given as the first stage of support;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role, e.g. by accessing e-courier updates; dissemination of national and local updates to staff; attendance at DSL cluster meetings; Local Safeguarding Children's Groups; Personal Development, Behaviour & Welfare Network.

4.6 Directors and governors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Annex A of *'Keeping Children Safe in Education'* (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at [www.norfolklscb.org](http://www.norfolklscb.org) and within the Safeguarding Section of the Norfolk Schools website:  
<http://www.schools.norfolk.gov.uk/safeguarding>.

## 5. PROCEDURES FOR MANAGING CONCERNS

5.1 The Trust adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [NSCB Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children within our academies are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academies. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to

the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Principal. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as

to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.13 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14 Within the Trust we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Within our academies, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

## **6. RECORDS AND INFORMATION SHARING**

- 6.1 If staff are concerned about the welfare or safety of any child at an academy they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.
- 6.4 When a child leaves one of our academies, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

6.5 When asked to share information with external bodies staff should be do so with reference to government guidance: 'Information Sharing' (March 2015).

## 7. WORKING WITH PARENTS & CARERS

7.1 The Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join one of our academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

7.6 The academy will retain this information on the pupil file. The school will only share information about pupils with adults who have parental

responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

## **8. CHILD PROTECTION CONFERENCES**

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. Usually the person representing the school at these meetings will be the DSL or Principal. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and template [report](#) provided by the NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly, child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **9. SAFER RECRUITMENT**

9.1 We will ensure that the Principal and at least one member of each Local Governing Body have completed appropriate safer recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2016).

9.2 Within the Trust we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake

Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

- 9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

## **10. SAFER WORKING PRACTICE**

- 10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

- 10.2 All staff will be provided with a copy of our Employee Code of Conduct at induction. They will be expected to know our employee Code of Conduct and policy for positive management of aggressive and violent behaviour and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Principal and the HR department.

- 10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

- 10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action. All staff and volunteers are required to sign for this document to indicate they have received it and accept its guidance.

## **11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS**

- 11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We

do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

- 11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a [consultation or to make a referral](#) via e-mail: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). The telephone number for the LADO Team is 01603 223473. The Trust also has its own policy on managing allegations against members of staff.
- 11.4 If an allegation is made or information is received about any adult who works within our Trust which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Principal, this will be reported to the Chair of the Local Governing Body and the Trust Chief Executive will be informed. In the event that neither the Principal nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.
- 11.5 The Principal or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
- 11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Trust has its own policy Disclosure and Barring checks.

## 12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Employee Code of Conduct
- **Special Educational Needs and Disabilities**
- Anti-Bullying – available via each academy’s own website
- Positive management of aggressive and violent behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

## 13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [‘Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children’](#), DfE (2015)
- [‘Keeping Children Safe in Education’](#), DfE (2015)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)

- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- ['What to do if you're worried a child is being abused', DfE \(March 2015\)](#)
- ['Information Sharing: Advice for practitioners', DfE \(March 2015\)](#)
- ['The Prevent duty: Departmental advice for schools and childcare providers', DfE \(2015\)](#)
- ['Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office \(October 2015\)](#)

Enter academy logo here

### Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

<b>Nature of concern/disclosure</b>	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Time & date of incident:	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to?	
Name:	Position:

Enter your academy logo here

**Your signature:**

**Time form completed:**

**Date:**

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance  
Improvement  
Officer

Police

School Nurse

Children's  
Services

PSA

Guidance  
Adviser

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Body Map

Tutor

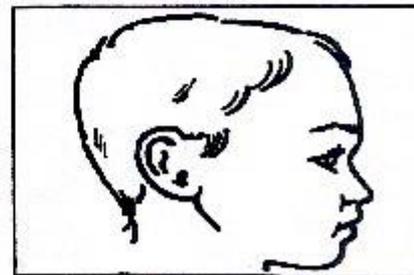
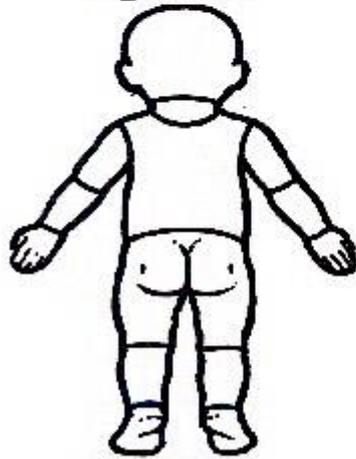
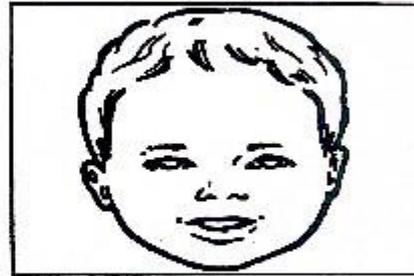
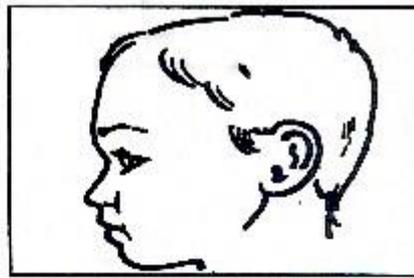
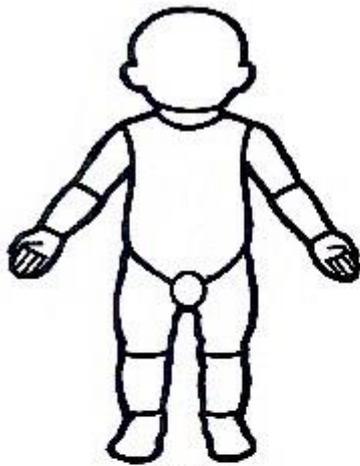
Child

Person who recorded disclosure

Further Action Agreed:

*e.g. School to instigate a Family Support Process, assessment by Children's Services*

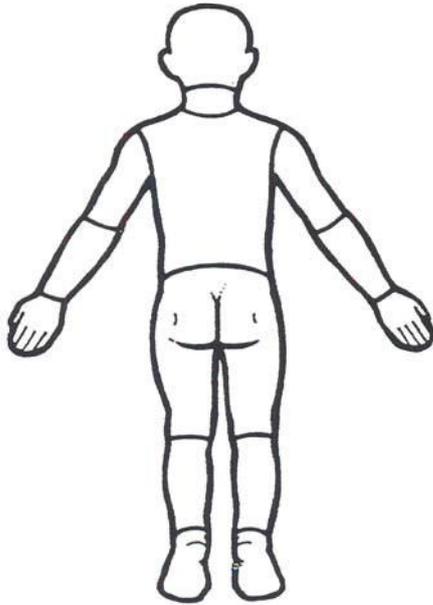
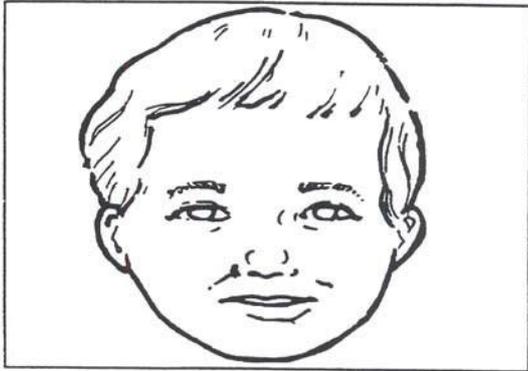
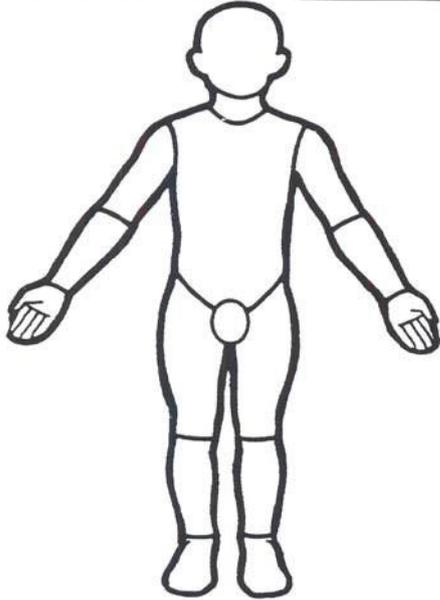
Young Child



**Older Child**

OLDER CHILD

Name .....



**Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from ..... Please ensure you complete all sections as described.**

**If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The people you should talk to in school are:

Designated Safeguarding Lead (DSL):

Location of office:

Contact Number:

Alternate Designated Lead:

Location of office:

Contact Number:

Chair of Governing Body:

Contact Number:

At \_\_\_\_\_ school we strive to safeguard and promote the welfare of all of our children.

### Appendix 3: Local Safeguarding Referral Procedures 2016



NHS Great Yarmouth and Waveney



NHS Norfolk



**NORFOLK**  
CONSTABULARY  
*Our Priority is You*

## **NORFOLK MASH** **Multi-Agency Safeguarding Hub: Referral Procedures**

**Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.**

**A telephone referral must then be confirmed in writing using the form marked [NSCB1](#), within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:**

- Faxed to the MASH Team on 01603 762445**
- Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET**
- NSCB1 forms can also be e-mailed to MASH via [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk) but must only be sent from a secure email address.**

### **Safeguarding Consultation Line**

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.

## **Appendix 4: Definitions of safeguarding, types of abuse and particular areas of concern**

1.1 Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child Protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

1.2 Much effective safeguarding relies upon a shared commitment as an academy community to look ahead for potential hazards or risks, prioritizing one another's welfare. At its best, safeguarding will be preventative. However, Trust staff are reminded that there is no exhaustive list of risks and that a general attitude of vigilance and awareness at all times is the best way to fulfil our duty of care – where there is a doubt or concern, it is always safest to report this/follow it up.

1.3 The scope of safeguarding includes attention to the following issues, though more may well emerge:

- pupils' health and safety
- bullying, including cyber-bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions, including mental ill-health
- providing first aid
- drug and substance misuse
- child sexual exploitation
- teenage relationship abuse
- faith abuse
- educational visits
- risk assessments, on- and off-site
- intimate care
- internet or e-safety

- management of visitors
- management of contractors
- school security, taking into account the local context.
- issues which may be specific to a local area or population, for example gang activity

**Particular areas of safeguarding concern for our academies include:**

#### **1.4 Child Sexual Exploitation**

Children and young people under the age of sixteen cannot, by law, consent to sexual intercourse and anyone engaging in sexual activity with a child under the age of sixteen is committing an offence. Although the age of consent is sixteen, it is illegal for those under eighteen to be paid for sexual services in money or in kind.

All children involved in sexual exploitation should be treated as victims of abuse, even those aged between 16 and 18.

Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure child's safety and welfare. Victims of sexual exploitation include both girls and boys.

Children are vulnerable to abuse through their use of the internet and social media. Young people may become victim of sexual abuse or exploitation by taking part in 'sexting'.

There are three key models of sexual exploitation:

- an older person befriends a younger person and forms an inappropriate relationship;
- an older person forms a relationship with someone younger or more vulnerable as a precursor to other people sexually exploitation the young person; and
- organised criminal gangs trafficking young people throughout the UK and internationally

Indicators of Child Sexual Exploitation include:

- going missing for periods of time

- returning home late
- disengagement from education
- poor school attendance (including truancy and school exclusions)
- appearing with unexplained gifts: clothes, jewellery, trainers, phones, money
- associating with others involved in sexual exploitation
- frequently in the company of older people, particularly boyfriends or girlfriends
- poor sexual health
- mood swings/poor anger control/changes in emotional well-being
- drug and alcohol misuse (often a method of increasing compliance)
- inappropriate sexualised behaviour, especially around strangers
- association with 'risky' adults
- chronic tiredness
- secretive behaviour
- low-level crime, eg. shoplifting
- self-harming
- talking about visiting different areas, especially at night

## **1.5 Forced Marriage**

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced Marriage is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014.

Whilst many of the students at the Academy do not present with the risk factors for Forced Marriage, staff must remain vigilant and be aware that there have been prosecutions in Norfolk.

## **1.6 Female Genital Mutilation**

Female Genital Mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO). It is also sometimes referred to as female genital cutting or female circumcision. There are no health benefits to FGM and it is recognised internationally as a human rights violation.

Although girls of all ages are at risk, most FGM takes place between 5 and 8 years old.

FGM typically affects girls from north African countries, the Middle East and Asia. The most significant countries are:

Somalia	Guinea	Djibouti	Sierra Leone	Egypt
Sudan	Eritrea	Mali	The Gambia	Ethiopia
Burkina Faso	Mauritania	Liberia		

Students at Academy present with little or no risk for FGM, but staff will review this over time as students are admitted to the school or if the demographics of the local population change to include people from high-risk countries.

## 1.7 Tackling Radicalisation and Extremism ('Prevent')

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Radicalisation relates to all types of extremism including, for example, nationalist terrorism, international terrorism, faith-related terrorism, extreme right-wing terrorism and terrorism related to animal rights.

Prevent is the government's initiative to prevent UK citizens from being attracted to and recruited to support radical and extreme views, activities and organisations which do not conform to modern British values and which pose a threat to our society and other citizens. Safeguarding young people from these risks is a particular focus of 'Prevent'.

Concerns about potential radicalisation or involvement in extremist behaviour should be referred using the standard procedures contained in this policy, as with any safeguarding concern. Once referred to the Multi-Agency Safeguarding Hub (MASH) by the DSL, it is likely that the young person will be referred on to 'Channel', an agency tasked with supporting young people and their families who are vulnerable to radicalisation.

Extremism is defined by the Crown Prosecution Service as:

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

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

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

Vulnerability to extremism and radicalisation is a safeguarding issue and staff need to be alert for any signs that may be a cause for concern including:

- use of inappropriate language
- possession of violent extremist literature
- behavioural changes

- significant changes in appearance
- seeking out or joining extreme organisations
- accessing violent extremist websites
- expressing extreme views on social networks
- disassociation from existing friendship groups
- involvement with a new group of friends with similar extreme views
- the expression of extremist views
- advocating violent actions and means
- association with known extremists
- seeking to recruit others to an extremist ideology

## 1.8 Child to Child Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under each academy's Behaviour Policy

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be seen.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

### Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

### Emotional Abuse

- blackmail or extortion

- threats and intimidation

#### Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults □  
forcing others to watch pornography or take part in sexting

#### Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

On occasion, some students will present a safeguarding risk to other students. The academy should be informed that the young person raises safeguarding concerns; for example, they are bailed pending a court case, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

## **2. Child Protection: Definitions, Signs and Symptoms of abuse**

### **EMOTIONAL ABUSE**

2.1 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.

2.2 It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **2.3 Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

### **PHYSICAL ABUSE**

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

### **2.5 Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

## **SEXUAL ABUSE**

2.6 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 noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **2.7 Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

## **NEGLECT**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

- ensure adequate supervision (including the use of inadequate caregivers);  
or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **2.9 Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Appendix 5: Safeguarding Review Panel Agenda/Minutes template



**Eastern Multi-Academy Trust**  
Empower - Motivate - Aspire - Transform

## Safeguarding Review Panel Agenda/Minutes

Academy:		
Date of meeting:		
In attendance:		
Apologies:		
	<b>Discussion Points:</b>	<b>Actions:</b>
<b>Review of actions from previous meeting:</b>		
<b>Safeguarding Audit Focus:</b>		
<b>New Policies / Guidance:</b>		

<b>Learning from Serious Case Review(s):</b>		
<b>Training update:</b>		
<b>Feedback from BAW meeting:</b>		
<b>Items to feed forward to BAW meeting:</b>		
<b>AOB:</b>		

## Appendix 6: Checklist for Safeguarding Governors

### Safeguarding Compliance Checklist for Governors

Section 175 of the Education Act 2002 places a statutory duty on Local Authorities and governing bodies of maintained schools to have arrangements in place to ensure that they safeguard and promote the welfare of children. **Section 157 of the Act places the same responsibilities on Independent Schools and Academies.** The Trust is accountable for ensuring that each academy has effective policies and procedures in place in accordance with DfE guidance [‘Keeping Children Safe in Education’](#) (2015).

This checklist has been designed to support Governing Bodies and Principals to undertake a relatively quick check to ensure that the academy is compliant with statutory requirements. Links to further guidance and training are embedded in the electronic copy of the checklist.

In addition to this checklist, the school should complete and review the [selfevaluation tool for safeguarding](#) on an annual basis and ensure that the Governing Body receives regular [reports](#) on how the school manages the safeguarding function. The self-evaluation tool and a detailed report submitted to the Governing Body facilitate rigorous monitoring of the safeguarding function in accordance with the requirements of the Education Act 2002. Such systems will also support the academy to identify areas for improvement beyond minimum statutory requirements.

## Safeguarding Compliance Checklist for Governors

Date of completion:

Person(s) undertaking the check:

	Further Guidance	Evidence of compliance	Action req. Y / N
1. The school has developed a safeguarding and child protection policy which is reviewed annually and conforms to statutory requirements and NSCB procedures. The policy is clearly dated, highlighting the timescale for review.	<a href="#">Revised Model Whole School Policy for Safeguarding Children Incorporating Child Protection (August 2015)</a>	Date policy was last reviewed:	
2. The policy is provided to all staff (including volunteers) at induction.		<i>Induction checklist</i>	
3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.			
4. All staff have read Part One of <a href="#">'Keeping Children Safe in Education', DfE (2015)</a>	<a href="#">'Keeping Children Safe in Education', DfE (2015)</a>		
5. The Headteacher and at least one Governor have completed safer recruitment training.	<a href="#">Safer Recruitment Training Guidance</a>	<i>Training Log, certification</i>	
6. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.	<a href="#">'Keeping Children Safe in Education', DfE (2015)</a>  <a href="#">Schools' People Net</a>		
7. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.	<a href="#">Guidance &amp; template for Single Central Record (Schools PeopleNet)</a>		

8. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and NSCB guidance.	<a href="#">Section 11 of the LA Model Policy</a>  Part 4 of ' <a href="#">Keeping Children Safe in Education</a> ', DfE		
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	(2015)		
9. A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.	Part 4 of ' <a href="#">Keeping Children Safe in Education</a> ', DfE (2015)		
10. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.	<a href="#">Section 10 of the LA Model Policy</a>  ' <a href="#">Guidance for safer working practice for those working with children and young people in education settings</a> ' (2015)	<i>Induction Checklist</i>	
11. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role.	' <a href="#">Keeping Children Safe in Education</a> ', DfE (2015)  <a href="#">LA Training Requirements Grid</a>	Date of last training:	
12. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role.	' <a href="#">Keeping Children Safe in Education</a> ', DfE (2015)	Date of last training:	
13. All other staff and governors have undertaken appropriate training about their role and responsibility and refresher training at regular intervals.	<a href="#">LA Training Requirements Grid</a>  <a href="#">LA whole school training package</a> <a href="#">Governor Services training</a>	Date of last training:	

<p>14. The school keeps up to date records of all staff safeguarding training including levels of training and dates.</p>	<p><a href="#">Guidance on maintaining on-line records of training</a></p>	<p><i>Training Log</i></p> <p>Date of last training:</p>	
<p>15. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism</p>	<p>□ <i>'Prevent Duty Guidance: for England &amp; Wales', HM Government (2015)</i></p>	<p><i>Date of last training:</i></p> <p><i>Policy</i></p> <p><i>Curriculum</i></p>	
<p>in line with the Prevent duty.</p>	<ul style="list-style-type: none"> <li>• <i>'<a href="#">The Prevent duty: Departmental advice for schools and childcare providers</a>', DfE (2015)</i></li> <li>• <i>'<a href="#">Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools</a>', DfE (2014)</i></li> <li>• <i>'<a href="#">Keeping Children Safe in Education</a>', DfE (2015)</i></li> </ul>	<p><i>content</i></p> <p><i>IT policies</i></p> <p><i>Risk assessment &amp; partnership working (as appropriate)</i></p>	
<p>16. The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.</p>	<p><a href="#">Template Safeguarding Report to Governing Body</a></p>	<p><i>GB Minutes</i></p>	



**Eastern Multi-Academy Trust**  
Empower - Motivate - Aspire - Transform

# **Policy for Safeguarding incorporating Child Protection Annex A**

**Academy-specific information 2016-17**

**To be completed and published on individual academy  
websites**

## **Annex A contents**

Academy-specific information must include the following, relevant to the current academic year:

- Any further explanation specific to the academy which will help colleagues to make a safeguarding referral
- Academy-branded version of the referral form
- Summary of important responsibilities for every member of staff
- Key contact details including those of the safeguarding lead, deputy DSLs and safeguarding governor and the nature of their responsibilities
- Notice re contact with pupils outside academy hours
- Any information routinely given to visitors to support safeguarding
- A statement indicating how issues relating to safeguarding matters are approached within the curriculum