Whole School Policy for Safeguarding Incorporating Child Protection

St Michael's CE(A) First School

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.
In addition, all staff are provided with Part One of the statutory guidance

Keeping Children Safe in Education 2020

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on [insert date]. It is due for review on [insert date].

Signature	Headteacher	Date: 23.9.2020
Signature	Chair of Governors	Date: 23.9.2020

The minutes of the Governing body 23rd September 2020 clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.

Publication date: 28.9.2020 **Renewal Date: September 2021**

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1. PURPOSE & AIMS

The purpose of St Michael's CE(A) First School's safeguarding policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of all school staff, supply staff and volunteers to work with our children. And to maintain an active vigilance thereafter

The aim is to follow the procedures set out by Stoke-on-Trent and Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2020 by:

- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility, and **the voice of the child is evident**
- **Protecting** children and young people at our school from maltreatment
- Establishing **a safe environment** in which our children can learn and develop within an ethos of openness
- **Preventing** impairment of our children and young people's mental and physical health or development
- **Ensuring** young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children, a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks.**
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action.**
- Undertaking the role so as to enable children and young people at our school to have **best outcomes**.
- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

- This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including Governors.
- The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One, Keeping Children Safe in Education 2020
- The school follows the Stoke-on-Trent and Staffordshire Safeguarding Children's Board policies and procedures. www.SSSCB.org.uk

2. ETHOS

The child's welfare is of paramount importance, we are a child centred school.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (Keeping Children Safe in Education 2020)

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 Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity**. (See Appendix 1)**

We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support and will be linked with all our policies e.g. anti-bullying, online safety, health and safety. Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something.

3. KEY PRINCIPLES

The child's needs and welfare are paramount. **St Michael's is a child centred school.** All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- At St Michael's we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training as required in KCSIE 2020 and also receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff.
- The school has **clear induction processes** for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2020; Code of Conduct; schools behaviour policy; schools' response to children who go missing from education, the role of the DSL and this Safeguarding Policy.
- **All** staff at St Michael's will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- All staff at St Michael's will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school and /or can occur between children outside of these environments.
- All staff, but especially the Designated Safeguarding Lead/ Deputies at St Michael's will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.
- The school is committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 'Early Help means providing support **as soon as a problem emerges**, at any point in a child's life, from the foundation years through to the teenage years. '(WT 2018)
- 'All staff should be aware of the local early help process and **understand their role in it**. (KCSIE 2020). This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to

support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)

- All staff should be aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2020)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so. **(Staffordshire First Response 0800 1313126)**
- Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- The school understands its responsibility to **request a statutory assessment** lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- The school will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.
- The school will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Stoke-on-Trent and Staffordshire Safeguarding Children's Board's procedures and provide them with information as required.
  www.SSSCB.org.uk
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying)
- Relevant issues will be addressed through all areas of the curriculum.
- All St Michael's school policies, which support our ethos of safeguarding, will be inter linked with this Safeguarding Policy.

4. LEGISLATION & GUIDANCE

Schools and colleges **must have regard** for the DfE statutory guidance **'Keeping Children Safe in Education (DfE2020).**

Keeping Children Safe in Education 2020

This child protection policy should be read alongside this statutory guidance and all staff must read and understand **at least part 1 of this guidance.**

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out. **(See Appendix 1)**

A **child in need** is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are 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 the same Act.

5. ROLE & RESPONSIBILITIES

Designated and Deputy Safeguarding Leads

Our Designated Safeguarding Lead is Mrs Zoe Cahalan

Our Deputy Designated Safeguarding Lead is Mrs Rebecca Crow

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2020

Keeping Children Safe in Education

The DSL/DDSL will undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with Stoke-on-Trent and Staffordshire Safeguarding Childrens Board requirements. In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through SCC DSL Briefings, meeting other DSL's, emails and reading statutory guidance. The training should provide DSL/DDSL's with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

The DSL continually develops an understanding of the community the school serves, the risks and resilience.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent School at child protection conferences and core group meetings. The DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren

The DSL/Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- 'When to call the

police' will help designated safeguarding leads understand when they should consider calling the Police and what to expect when they do

NPCC Guidance 'When to call the Police'.

The DSL will support staff that make referrals to First Response

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making referrals to the Channel programme

The DSL (if the Headteacher) will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSSCB training strategy and KCSIE 2020 recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the Data Protection Act 2018 and General Data Protection. Safeguarding and child protection records are kept separate from academic records and that there is a clear recorded process of transfer of records to **all new** education settings (e.g. nurseries, schools, colleges, pupil referral units). Chronology case management systems at the front of all children/young people's files are there to give clarity on summary/recognition of cumulative low-level concerns which need to be monitored.

DSL has developed systems for case management, which is detailed, accurate, secure written/electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly. The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team. Systems are compliant with General Data Protection Act.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned the purpose of e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a Social Worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

DSL ensures systems are in place to induct new staff/governors is robust and monitored and non-compliance shared with Senior Leadership Team/Governance body. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Schools on-line safety policy links with this policy.

Designated Safeguarding Lead/Governing Body/Head Teacher encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. DSL has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded.

DSL will liaise with the Headteacher/Director or Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

DSL will liaise with all staff (especially pastoral staff, school nurses, SENCO's or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

DSL, where a parent chooses to remove their child/ren from school to **EHE (Elected Home Educators**) will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL ensures 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 in this;

The DSL has links with the SSSCB and has contact names of all school representatives on Board and subgroups and can influences the work of the Board. We also as a school adopt local policies on safeguarding and training opportunities.

During term time the DSL or DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the DSL.

Governing Body

The Governing body and Head Teacher are accountable for ensuring the effectiveness of this policy and school compliance.

The Governors have named champion within Safeguarding, this is **Clare Griffin.**

Governing body have appointed Zoe Cahalan as the Designated Safeguarding Lead who is part of the senior leadership team. The Governing Body will monitor this post to ensure post holder has the time and resources required to fulfil the duty.

Governing body and Head Teacher have identified Rebecca Crow as Deputy Designated Safeguarding Lead(s), and they are trained to the same safeguarding standard as the DSL. The DSL can delegate activities to Deputy Designated Safeguarding Lead(s) yet the ultimate responsibility still remains with the DSL, the lead responsibility should not be delegated. In the absence of the DSL the Deputy DSL(s) will take lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL and DDSL job description (appendix B KCSIE 2020) have been added to each staff members Job description. The Governing body have shared the content of "Keeping Children Safe in Education" (2020) with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The DSL training is compliant with the Local Safeguarding Childrens Board requirement.

The Governing Body ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSL receives appropriate and regular supervision from senior leadership team or external services.

Governing Body ensures that the school is **compliant with their 175/157** return to the Local Authority/Stoke-on-Trent and Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed. The Governing Body ensures the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2018)

The Governing Body ensures **Safer Recruitment Procedures**, that include the requirement for appropriate checks in line with national guidance, are followed.

The Governing Body has overview of **training schedule and future training requirements** and this updated every term. All staff, volunteers and Governors have received an induction which includes basic safeguarding training compliant with SSSCB. www.SSSCB.org.uk. All staff, volunteers and Governors have read and understood the code of conduct annually and Keeping Children Safe in Education 2020, including hyperlinks. School has developed a system in-line with guidance to ensure that regulated and non-regulated activities and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our visitor system.

Governing Body/Head Teacher ensures there is a current whistle blowing policy and that staff have received a copy and had the opportunity to raise concerns. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are

addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

Further guidance on whistle blowing can be found at this link. The NSPCC whistleblowing helpline is 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 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

The Governing Body and Head Teacher have a schedule of policies and procedures to reviews to ensure they are current and in line with National and Local guidance.

The Governing Body and DSL coordinate the updates with training schedule to support the culture of learning for all staff/volunteers.

School update parents through newsletters, website, notice board in front foyer, email and text message.

Designated Lead Teacher for Looked After and previously Looked After Children

The Governing body must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is: Zoe Cahalan

The designated teacher will work with the Virtual school, to provide the most appropriate Support, utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan (PEP).

The designated teacher should also work with the virtual school head, to promote the educational achievement of previously looked after children. In other schools, an appropriately trained teacher should take the lead.

Care Leavers: - The designated teacher will obtain details of the Local Authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver

6. WORKING WITH PARENTS/CARERS

At St Michael's First School we are 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. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, 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 Families First Services or other agencies.

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 if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, 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 Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

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).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School 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.

7. STAFFORDSHIRE EARLY HELP

Any Child may benefit from Early Help, but all school staff should be particularly alert to the potential need for early help for a child who: -

- 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 being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited

- Is in a family circumstances presenting challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

Designated Safeguarding Lead will ensure all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff, including volunteers, working with children at our school are advised to maintain an attitude of **'professional curiosity and respectful uncertainty'** 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 act as outlined in this policy.

Practitioners should complete the Staffordshire Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Children do not meet threshold, yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

Families First Documents
Thresholds and Early Help Guidance

The establishment EHA lead may need to make a referral directly to other agencies or request the support of Staffordshire County Council Local Support Team (LST). That referral will be made through Families First Responsive Services (0800 1313126) or to report a concern via email, www.staffordshire.gov.uk/reportconcern

The DSL may also consider seeking advice and guidance from Staffordshire Education Safeguarding Advice Service around thresholds and appropriate referrals to First Response.
ESAS: - 01785 895836

Concerns about a child should always lead to help for a child. The school may need to escalate it's concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed

8. WHAT HAPPENS AFTER A REFERRAL IS DEEMED NECESSARY TO ESCALATE BEYOND EARLY HELP.

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, she will speak with parents / child and obtain their consent for referral to the

First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Child Protection (Section 47)

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Children's Services will convene an initial 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. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL, and sometimes other staff members, may be asked to attend a child protection conference on behalf of the school in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

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 First Response 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 parent.

9. ESCALATION PROCEDURE

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the Schools DSL.

Guidance on the Escalation Procedure

10. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education Sept 2020'. Safer Recruitment practice includes scrutinising applicants, verifying identity, academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Zoe Cahalan, Jo Aldridge and Martin Officer have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member of the Governing Body should have received Safer Recruitment training.

Induction

All staff must be aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
- The behaviour policy;
- The staff behaviour policy (sometimes called a code of conduct);
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- Part One, KCSIE 2020

If staff, supply 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 school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

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. 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

Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

Use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

11. KEEPING CHILDREN SAFE IN EDUCATION 2020 SPECIFIC SAFEGUARDING ISSUES.

All staff in St Michael's have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our School and is there to support staff, volunteers and Governance body further.

- Abuse
- Behaviours linked to safeguarding issues
- Children and the courts system
- Children with family members in prison
- Children missing from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health

- Missing children and adult's strategy
- Online safety
- Peer on peer abuse/child on child abuse
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Sexual violence and sexual harassment
- Sexting
- Trafficking
- Upskirting

Behaviours linked to safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. Attendance Policy.

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;

- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'

Child Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance documents

- Children who run away or go missing from home or care

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Any child transported for exploitative reasons is considered to be a trafficking victim – whether she/he has been deceived, because it is not considered possible for children to give informed consent.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

- Safeguarding children who may have been trafficked
- SSSCB-Child Exploitation

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes 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. (Child Sexual Exploitation: - Definition and Guidance, Feb 2017. Gov.uk)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;

- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The above CCE indicators can also be signs of CSE, as can: -

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or do not take part in education

Guidance documents

- Child Sexual Exploitation Definition & Guidance
- Know about CSE

County Lines

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 importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.
Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting

young people can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people.

Guidance Documents:

- Domestic Violence and Abuse
- SSCB-Domestic Abuse
- NSPCC-Domestic Abuse

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

- NSPCC-Parental Substance Misuse
- SSSCB-Working with parents who misuse substances
- Drugs Advise for Schools

Fabricated or induced illness - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- Safeguarding children in whom illness is fabricated or induced
- SSSCB Guidance-Fabricated-Induced Illness

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for

these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

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

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for 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 along with regulated health and social care professionals 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Guidance Documents:

- Multi Agency Statutory guidance on Female Genital Mutilation
- Female Genital Mutilation Act 2003

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived culture practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance Documents:

- Forced Marriage

Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should also be aware that mental health problems can, in some cases, 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 make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout 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 is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Guidance Documents:

- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting
- SSCB-Children & Young People who Self Harm or Disclose an Intent to Die by Suicide

- Mental Health & Behaviour in schools-Gov.uk

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.
The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
• content; being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
• contact; being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
• conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying. Education

Guidance Documents:

- SSSCB-Online Safety
- Children's Commissioner-Online Safety
- Teaching online safety in education settings

The governance body and Head teacher have systems in place to limit children' exposure to safeguarding issues through IT. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty. We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools and other providers and Safeguarding in remote education

Peer on peer/child on child abuse

All St Michael's school staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: abuse within intimate partner relationships; bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting; upskirting and initiating/ hazing type violence and rituals.. Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff **should be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of

peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate

School has an anti-bullying and behaviour policy to guide children, staff and parents.

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be found here

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. Close relatives are defined as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

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

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

Our staff at St Michael's will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting First Response. (0800 1313126), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- Children Act 1989 – Private Fostering

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

• **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
• **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
• **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Michael's is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**.

Prevent Duty and Channel

Prevent

The school governors, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

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

The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There are indicators of vulnerability to radicalisation in Appendix 5.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Zoe Cahalan**.** The responsibilities of the SPOC are described in Appendix 6.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software, which in this school is called Senso**.**

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

- The Prevent Duty.
- Educate Against Hate

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. 30.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the links below:

Home Office Preventing Youth Violence and Gang Involvement

Criminal Exploitation of Children and Vulnerable Adults; County Lines

Sexual Violence and Sexual Harassment

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats

Sexting

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy / girlfriends via mobile phones.
The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by pedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

- SSSCB-Sexting
- Disrespect Nobody
- CEOP

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

St Michaels' Response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the St Michael's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy). Schools behaviour policy will support any sanctions.

Guidance Document:

- Sexual Violence and Sexual Harassment between children in schools and colleges

12. VULNERABLE CHILDREN

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are **absent from school** or **who go missing from education**. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of **10 school days or more**. Attendance Policy

As a school we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A **combination** of these factors can make them more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance**: to have adults notice when things are troubling them
- **Understanding and action**: to be heard and understood; and to have that understanding acted upon.
- **Stability**: to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect**: to be treated with the expectation that they are competent, rather than not.
- **Information and engagement**: to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation**: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy**: to be provided with advocacy, to assist them in putting forward their views.

Children potentially at greater risk of harm-Children who need a social worker (Child in Need & Child Protection Plans)

The school, DSL and/or deputies are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will hold and use information and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.)

Looked after children:

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC designated teacher: - Zoe Cahalan

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within the school

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve.
The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
  Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

- Designated Teacher for Looked After Children

Children potentially at greater risk of harm

Children who need a social worker (Child in Need & Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information

under existing duties on both local authorities and schools to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

13. EDUCATIONAL VISITORS TO SCHOOL.

The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be "reasonable in all the circumstances to ensure the protection of children" as stated in KCSIE 2020

We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

14. MANAGING ALLEGATIONS AGAINST STAFF, SUPPLY STAFF & VOLUNTEERS

The Governing Body ensures there are procedures in place to manage allegations of abuse against staff members, supply staff and volunteers. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at St Michael's. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

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 Stoke-on-Trent and *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0800 1313126**

St Michael's First School will follow KCSIE 2020 guidance where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

• behaved in a way that has harmed a child, or may have harmed a child;
• possibly committed a criminal offence against or related to a child;
• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
• behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The KCSIE 2020, Part Four guidance relates to members of staff, supply staff and volunteers who are currently working in any school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Where St Michael's is not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

If an allegation is made or information is received about an adult who works at St Michael's **which** indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. If it is about the sole proprietor of the Independent school, then this needs to be raised with the Designated Officer. Should an allegation be made against the Head teacher/Principal, this will be reported to the Chair of the Governing Body/management Committee. In the event that neither the Head teacher nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of Governors.

The Head teacher 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.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact ***the LADO directly on 0800 1313126.***

General guidance on whistle blowing can be found at this link

The NSPCC whistleblowing helpline is 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 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

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 DSL has a responsibility to inform Barring service.

15. INFORMATION SHARING

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 (2018). The schools work closely with Stoke-on-Trent and Staffordshire Children's Social Care and, where appropriate from a placing local authority.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

• being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

• understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

• for schools, not providing pupils' personal data where the serious harm test under the legislation is met26. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Where children leave our school, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Guidance to support schools with Data Protection Activity, including compliance with GDPR

Data protection: toolkit for schools

16. MANAGING COMPLAINTS

As a school we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA. Our complaints policy is on our school website for parents/carers to access **Safeguarding concerns should be raised with school immediately**. If a concern or a child is **at immediate risk, then the individual needs to contact First Response (0800 1313126**). All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.
Complaints Policy

17. SITE SECURITY

St Michael's School provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore: -

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitor's pass will be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- Risk management of site security is managed by senior leadership/governance, school has a clear system of risk assessments and review timescales of these.

18. EARLY YEARS FOUNDATION

This framework is **mandatory for all early years' providers** (Statutory framework for the Early Years Foundation Stage; revised March 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register.

Every child deserves the **best possible start in life** and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences **between birth and age five** have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to **make the most of their abilities and talents as they grow up.**

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept **healthy and safe**. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Early Years Statutory Framework April 2017
For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in.
Disqualification under the Childcare Act 2006: effective 31 August 2018

As a school we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present and must accompany children on outings.

There is a clear policy use of mobile phones on school premises. Reporting and storing of medication.

20. KEY LEGISLATION

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

- Working Together to Safeguard Children 2018 (DfE)
- Staffordshire Safeguarding Children Board Procedures www.SSSCB.org.uk
- Staffordshire Safeguarding Children Board Training Catalogue www.SSSCB.org.uk
- Keeping Children Safe in Education 2020
- Disqualification under the Child Care Act 2006
- Information Sharing Advice for practitioners providing safeguarding services
- Restrictive Physical Interventions including restraint in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused
- St Michael's Whistle Blowing policy
- Online Safety Toolkit
- Children Missing from Education Policy
- Early Years Statutory Framework
- Statutory policies for schools
- NSPCC/TES safeguarding in education tool

- Visa – Immigration/Asylum
- Children's commissioner

21. SCHOOLS POLICIES

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:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation Policy (school does not need to have a separate policy)
- Anti-Bullying (including cyber bullying indicators)
- Behaviour
- Use of reasonable force (physical intervention)
- Recruitment & Selection
- Whistleblowing
- Code of conduct
- Educational visits
- Site Security
- Attendance
- Online safety – IT code of conduct
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Dignity and care
- First aid
- Medical
- Educational visits including overnight stays
- Storage of Mobile Phone, Images of children (Early Years Framework 2017)
- Mobile phone Policy

Please enter relevant school policies making sure that these have been approved by the Governing Body and state both the date of approval and arrangements for review. Clear timetable of reviewing all policies.

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 Zoe Cahalan or Deputy Safeguarding Lead Rebecca Crow.

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 Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office or staffroom. 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 Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0800 1313126.

The people you should talk to in school are:

Designated Safeguarding Lead: Zoe Cahalan
Location of office: Headteacher's Office
Contact Number: 01785712344/07904749602

Deputy Designated Safeguarding Lead: Rebecca Crow
Location of office: HT's office
Contact Number: 01785 712344/07904941334

Chair of Governing Body: Martin Officer
Contact Number:07528 491113

Safeguarding Induction Checklist

Name: **Date:**

	Criteria	**Comments**	**Signature**
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe In Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Policy Behaviour Policy Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		

	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified:

Appendix 1

Definitions and Indicators of Abuse

1. **Neglect**

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

2. Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;

- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. Sexual Abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Childrens Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from Parents/Carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

Appendix 2

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D**: **T**ell me. **E**xplain. **D**escribe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that s/he has a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell an why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. **(First Response, 0800 13 13 126) or email www.staffordshire.gov.uk/reportconcern**

Appendix 3

Allegations about a Member of Staff (Incl supply), Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

   - **Physical**
     For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
   - **Emotional**
     For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
   - **Sexual**
     For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
   - **Neglect**
     For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
   - **Spiritual Abuse**
     For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Head Teacher/Principal must be informed immediately. The Head Teacher/Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:

   - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer **(LADO) (0800 1313126)**. The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
   - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

4. Where St Michael's is not the employer of an individual we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

5. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.

Please see SSCB guidance: -

Managing allegations against a person who works with children

6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Appendix 4

Indicators of Vulnerability to Radicalisation

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

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

3. 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 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.

4. 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.

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

6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

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

SPOC Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	KerryWright@cannockchasedc.gov.uk
	Karla Vowles	KarlaVowles@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
	Sal Khan	sal.khan@eaststaffsbc.gov.uk
Lichfield	Susan Bamford	Susan.Bamford@lichfielddc.gov.uk
Newcastle	Sarah Moore	Sarah.moore@newcastle-staffs.gov.uk
South Staffs	Helen Marshall	H.Marshall@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Becky Murphy	Becky.murphy@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sgt. Calum Forsyth	prevent@staffordshire.pnn.police.uk

Appendix 6

Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedures for:
Managing allegations against a person who works with children (incl Role of LADO)
is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in Working Together 2018 and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. Guide for Safer Working Practice for Adults who work with Children is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Step 1: FOLLOW KCSIE 2020 GUIDANCE. Headteacher/ Chair of Governors/ Proprietor will make contact with the LADO via First Response on 0800 1313126

Step 2: The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service 01785 895836 e-mail: esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100 Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force coordinator: Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

NSPCC

- Harmful Sexual Behaviour project: **0844 892 0273**
- https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Stoke-on-Trent & Staffordshire Safeguarding Children Board 01785 277151 SSSCB
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) http://ceop.police.uk/
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – http://www.iwf.org.uk
- Safer Internet Centre – helpline@saferinternet.org.uk

- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries: 0300 123 1231
  About Schools: 0300 123 4234
  Concerns: 0300 123 4666
  e-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- Stoke-on-Trent & Staffordshire Safeguarding Children Board SSSCB
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000
  https://www.nspcc.org.uk/
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
  www.unicef.org.uk