



## **SAFEGUARDING AND CHILD PROTECTION POLICY**

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**Designated Safeguarding Lead (DSL): David Bishop**

**Safeguarding Governor: Nick Simpson**

**Policy Review Date: October 2021**

**This policy will be reviewed annually.**

<b>Version</b>	<b>Date</b>	<b>Updated By</b>
1.0	August 2020	L. Hernon
1.1	September 2020	D. Bishop
1.2	October 2020	A. Quigley

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**1) Policy statement**

1.1 OFG is committed to ensuring that children and young people are effectively safeguarded in all services including fostering, schools and residential homes.

1.2 All OFG Group employees must ensure that:

- they are familiar with Part 1 and Annex A of Keeping Children Safe in Education (2020);
- children and young people feel safe and that they are listened to;
- they create an environment in which children and young people feel valued;
- safer recruitment procedures are rigorously followed (please refer to the NFA Group Safer Recruitment Policy for further details);
- they understand their roles and responsibilities in keeping children and young people safe through ongoing learning, development and supervision;
- they are vigilant in monitoring possible signs of abuse including for those children and young people who have complex learning difficulties or specific communication needs;
- they follow the appropriate procedures in place for sharing safeguarding concerns and that these are shared with relevant professionals in a timely manner;
- they understand and implement local safeguarding procedures as set out in local authority arrangements;
- children and young people have opportunity to learn about appropriate relationships with adults and recognise unacceptable behaviour by adults.

## 2) What is safeguarding and child protection?

### 2.1 Safeguarding

Safeguarding relates to the action taken to promote the welfare of children and young people to protect them from harm. This policy includes the safeguarding of young adult learners within OFG Group schools and other settings.

2.2 Safeguarding is defined in Working Together to Safeguard Children (DfE, Sept 2019) as:

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

2.3 OFG Group adopts a contextual safeguarding approach to safeguarding and child protection. Contextual safeguarding is: "...an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent- child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts." (Dr Carlene Firmin)

### 2.4 Child Protection

Child protection is an important aspect of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

### 2.5 Safeguarding is everyone's responsibility

While local authorities and placing authorities have statutory responsibilities regarding safeguarding, OFG Group believes that safeguarding is everyone's responsibility. OFG Group expects that staff keep the child or young person at the centre of all that they do and that any actions taken are in the best interests of the child. We also expect that children and young people are listened to and their voices are always heard. This is without exception and regardless of whether the child or young person is being cared for in a residential setting, foster home or being educated within school.

### 2.6 Defining Significant Harm/Child Abuse

"Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take" (Working Together to

2.7 The Children Act 1989 introduced the concept of 'Significant Harm' as the threshold that justifies compulsory intervention in family life in the best interests of children. Under Section 47 of the Act, local authorities have a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or is likely to suffer Significant Harm.

2.8 Under s31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002: 'harm' means ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill-treatment of another; 'health' means physical or mental health; and 'ill-treatment' includes Sexual Abuse and forms of ill-treatment which are not physical. Abuse or neglect is not always easy to identify; staff are more than likely to have some information but not the whole picture.

2.9 There are four defined categories of child abuse, which are deemed to be forms of 'Significant Harm':

- Neglect;
- Physical Abuse;
- Emotional Abuse;
- Sexual Abuse.

2.10 All staff must be aware of the signs and indicators of child abuse.

### **3) Local Arrangements for the school**

3.1 All staff must be aware of the local arrangements for safeguarding relevant to the school in which they work;

3.2 The local arrangements for Wetheringsett Manor School (WMS) are as follows:

3.3 WMS safeguarding arrangements will be in line with local safeguarding partnership arrangements. The local safeguarding partnership consists of the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police force in the local authority area)

3.4 The Local Authority Designated Officer is Diane Campbell, 0300 123 2044,  
[LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)

3.5 All safeguarding referrals must be reported to the local authority Mash team 03456 061 499, all referrals must be completed on MARF form which must be completed on the Suffolk children's and young people portal  
<https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/marf#h1>

3.6 The local authority safeguarding referral procedure is that all referrals must be completed on a MARF form, which must be completed on the Suffolk children's and young people portal. These are then assessed in terms of RAG rating. Red is 4 hours, Amber is 24 hours, green is 72 hours.

3.7 For all referrals regarding radicalisation A VAT form must be completed and sent to  
[MASH@suffolk.pnn.police.uk](mailto:MASH@suffolk.pnn.police.uk)

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3.8 For all referrals regarding exploitation, follow the safe process as in 3.5

3.9 The local authority procedure for an early help referral is via the link:  
[https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id= EPVYrd\\_yjl](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id= EPVYrd_yjl)

3.10 The Chair of Governors for WMS will be: Nick Simpson

3.11 The NFA Group National Safeguarding Improvement Officer is Nicola Thomas  
[Nthomas@nfa.co.uk](mailto:Nthomas@nfa.co.uk)

### 4) Safeguarding Training and Updates

4.1 This policy must be read in conjunction with Keeping Children Safe in Education (2020). All staff are expected to follow this policy and statutory guidance including KCSIE 2020.

4.2 This policy is written so as not to replicate information contained within KCSIE part 1 (2020).

4.3 All staff must read the following documents:

- Part 1 of KCSIE (2020)
- The school's Restrictive Physical Intervention (RPI) Policy (in 'Promoting Good Behaviour and Discipline Policy')
- The school's Anti-bullying Policy
- NFA Group's Exploitation Policy
- NFA Group's Protecting Children from Radicalisation Policy
- NFA Group's Harmful Sexual Behaviours Policy
- NFA Group's Safer Recruitment Policy
- NFA Group's Data Protection Policy
- NFA Group's Web Filtering Policy
- The school's Whistleblowing and Complaints Policy
- The school's Staff Code of Conduct
- The school's description and guidance of the role of the DSL
- The school's description and guidance of the role of the Deputy DSL.
- DfE guidance on sexual violence and harassment between children in schools and colleges
- DfE guidance on Children Missing in Education
- DfE guidance on Promoting the Education of Looked After Children
- DfE guidance on Teaching Online Safety in Schools

4.4 Safeguarding updates must be regularly provided to staff, either through face to face training, meetings or through regular written updates.

- Face to face safeguarding training must be provided (and recorded) to all staff at least annually.
- DSLs must refresh their advanced training at least every two years.

4.5 All members of school leadership teams, including the Head Teacher and DSL should also be familiar with Working Together to Safeguard Children 2018.

### 5) Partnership working and sharing information

5.1 Partnership working and the sharing of information is key in keeping children safe. Everyone who has a role to play in caring for children has a duty to share good quality information

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with the relevant professionals in a timely manner.

## 5.2 General Data Protection Regulations

All schools must ensure that they comply with the NFA Group's Data Protection Policy which incorporates the GDPR requirements. The GDPR works around the principles of consent and assumes the automatic right of privacy to all individuals. This applies to children and young people's personal information, as well as that of staff and parents/carer's.

5.3 All staff must complete the GDPR training. All staff have a responsibility to ensure that they comply with the GDPR requirements.

5.4 Schools must ensure that they inform pupils, parents and carers of how their personal information will be stored and used.

5.5 The GDPR is not a barrier to sharing safeguarding information. Safeguarding concerns must always be passed on.

5.6 Schools must ensure that they hold emergency contact details of the parents/carers of pupils. This is to be done with the agreement of the parents/carers. In line with KCSIE (2020) schools must hold more than one set of contact details for pupils. Data breaches must be reported immediately to the Data Protection manager as set out in the Data Protection Policy.

## 6) Designated Safeguarding Lead (DSL)

6.1 'Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL. The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description (see Annex B, which describes the broad areas of responsibility and activities related to the role).' (KCSIE 2020-  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf))

6.2 The Head Teacher must appoint one individual to be the lead DSL, and make arrangements for there to be deputy DSLs in place who will manage any immediate safeguarding incidents in the DSL's absence. The DSL (and deputies) will receive DSL training every two years.

6.3 The Head Teacher must ensure that job descriptions for DSLs and Deputy DSLs are kept on personnel files and clearly state their responsibilities.

6.4 The DSL (or deputy) must always be available during school hours for staff to discuss any concerns. The DSL must be an appropriate senior member of the leadership team.

6.5 The main responsibilities of the DSL are to:

- provide support to staff regarding safeguarding concerns;
- lead on advising staff of any action to be taken due to a safeguarding concern;
- ensure that children and young people are immediately safeguarded from harm and abuse;
- ensure that there is appropriate cover during their absence, and that staff know who to approach if the DSL is unavailable;
- liaise with local authorities and other professionals, sharing information and fully assisting with any enquiries;

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- adopt a child focused and holistic approach to deciding on further action;
  - refer allegations to the Local Authority Designated Officer;
  - refer safeguarding concerns to placing and host local authorities;
  - refer suspected cases of radicalisation to Channel;
  - refer suspected case of Female Genital Mutilation to the police;
  - refer suspected cases of Child Sexual Exploitation and trafficking to the police;
  - refer cases to the Disclosure and Barring Service after staff have been dismissed or there is suspected harm having been caused to children and young people;
  - liaise with NFA Group Quality Assurance Team and HR Team of any allegations or suspected harm having been caused to a child by a member of staff or employee of NFA group;
  - ensure that the school complies with the work of the local safeguarding partnership.
  - Ensure that all staff receive regular updated training in relation to safeguarding;
  - provide safeguarding updates to senior managers and school governors;
- 
- ensure that there is effective monitoring and oversight of all safeguarding concerns;
  - promoting the educational achievements of Looked After Children in line with the Children and Social Work Act 2017.

6.5 It is important that all staff understand the role of the DSL on their appointment within the school and as part of their induction. The DSL is responsible for ensuring that all staff understand their roles and responsibilities regarding safeguarding children and that a child focused approach is taken. The DSL will assess safeguarding concerns within the context of young people's environments. This is known as contextual safeguarding. The DSL must ensure that clear, concise and good quality documents are kept of all allegations or safeguarding concerns. Data protection is not a barrier to record keeping or information sharing.

6.6 When young people move schools or move into further or higher education, the DSL is responsible for ensuring that the necessary information is shared with the new school or college. It is the DSL's responsibility to ensure that a pupil's child protection file is transferred to the new school or college as quickly as possible and as securely as possible. Confirmation of receipt must be obtained. Files must be transferred securely.

6.7 Consideration must be given to sharing information verbally with the new school or college prior to the child or young person leaving. The DSL must ensure that confidentiality of any third parties is not breached and that they comply with GDPR. Records must contain factual information and must not be speculative. These documents must be kept confidential with the exception of sharing them with relevant professionals as part of safeguarding and protecting the child or young person. Records must be updated and any actions must be followed up and completed. It is the responsibility of the DSL to ensure that a safe and satisfactory outcome has been reached and that all actions have been completed.

## 7) Roles and Responsibilities of Staff

7.1 NFA Group recognises that it is not just one person's role to safeguard children but that it requires a collective response to safeguarding. All NFA group employees must understand their roles and responsibilities regarding keeping children safe and reporting concerns.

7.2 During staff induction, staff will receive safeguarding training. Staff must be familiar and understand the role of the DSL, the local safeguarding partnership and the individual systems relating to safeguarding within the school. Staff must also know, understand and implement the School's 'Promoting Good Behaviour and Discipline Policy', the 'Safeguarding and Child Protection

7.3 Staff are responsible for:

- complying with NFA Group policies, statutory guidance and legislation including Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018);
- understanding the role of the DSL;
- helping to develop and deliver a curriculum which helps children and young people to understand about abuse, appropriate and safe relationships with adults and peers, and keeping safe both online and off-line;
- helping to provide an environment where children and young people feel safe and valued;
- attending training and meetings;
- ensuring that they fully understand how to report concerns and if not, asking for further training and support;
- understanding the safeguarding response to children who go missing from education;
- listening to children and young people;
- supporting children and young people if they disclose safeguarding information;
- ensuring that they are alert to signs of abuse by peers or adults;
- ensuring that they are aware of indicators or possible signs of neglect;
- ensuring that they closely monitor any possible signs of abuse or harm for those children who are unable to communicate verbally or who have complex health and care needs;
- keeping sensitive information confidential and sharing it only with those professionals for whom it is relevant;
- helping to identify those children or young people who may benefit from Early Help;
- helping to implement Child Protection Plans.

7.4 Staff are in a close position to children and young people within schools, as they know the children and young people. They have regular contact with them and so are in the best position to know if a child or young person is behaving in a way which could possibly indicate that they are being hurt or harmed. Any concerns, whether these are nagging doubts, worries, concerns or based on information told to them, must be reported immediately to the DSL both verbally and in writing. It is the staff member's responsibility to ensure that this information is acted upon. They have a duty to follow up with the DSL to ensure that action has been taken.

7.5 Early Help

"A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989" (KCSIE 2019)

7.6 It is important that staff take swift and effective action to safeguard children and young people and to stop concerns from escalating. It may be that some children and young people will benefit from Early Help.

7.7 Staff must be aware and alert to the possibility of Early Help being needed for those children and young people who have particular vulnerabilities, such as those who:

- are disabled or who have specific additional needs;
- have special educational needs (SEN) (whether or not they have a statutory education, health and care plan- EHCP);

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- are young carers;
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- are frequently missing/going missing from care or from home;
- are misusing drugs or alcohol themselves;
- are at risk of modern slavery, trafficking or exploitation;
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- have returned home to their family from care;
- are showing early signs of abuse and/or neglect;
- are at risk of being radicalised or exploited;
- are a privately fostered child.

7.8 When a child or young person has been referred for Early Help, it is the responsibility of the DSL to set up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration must be given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### 8) Reporting concerns

#### 8.1 What to do if a child or young person discloses

If a child or young person discloses information to a member of staff, they must ensure that they:

- listen to the child or young person;
- do not dismiss what the child or young person tells them. All concerns must be acted upon rigorously;
- do not promise to keep it a secret. They must explain that they have a duty to share information to keep them safe and protect them;
- write down what the child or young person tells them. This must be accurate and in the child's words;
- immediately report the concerns to the DSL or deputy. If neither is available, the member of staff must report the information to the Head Teacher, Principal or Assistant Director for Education;

8.2 Staff must be alert to not just potential familial abuse, but also to children and young people making allegations against staff, volunteers or peers.

8.3 All concerns, however small or trivial they may seem, must be immediately reported to the DSL. This must be done verbally and then followed up on the same day and documented on the Sleuth system. The member of staff has a responsibility to ensure that action has been taken with regards to the concerns on the following day and that the concern is documented on Sleuth. If action is not taken in a timely way as the member of staff sees fit, they have a duty to escalate their concerns to the Head Teacher or the Regional Director for Education.

8.4 Staff must prioritise the child or young person's immediate safety. They must remain professional and adhere to all safeguarding and confidentiality procedures. After sharing the information with the DSL or deputy, they must not share it with anyone else.

8.5 On receipt of the information, the DSL must consider all information and then report this within one working day to the host authority, placing authority, Assistant Director for Education

## 9) Peer on Peer Abuse and Bullying

9.1 KCSIE (2020) states; ' ... abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"'.

9.2 Staff must ensure that they create a school environment where children and young people's safety is paramount and where unacceptable or unsafe behaviour will not be tolerated. Staff must be aware and alert to incidents of on-line abuse, sexting, sexual violence and sexual harassment between pupils and bullying. This includes up skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause the victim humiliation, distress or alarm. Staff must be alert to possible signs of peer on peer abuse. Inappropriate language must be rigorously and consistently challenged.

9.3 A contextual safeguarding approach must be taken when considering possible peer on peer abuse. Children and young people who display harmful behaviours must be seen as potential victims themselves, and the wider environmental risks must be considered. Staff must challenge any gender bias or derogatory language used by staff or pupils. Staff must not dismiss any concerns brought to them by pupils. Staff can report concerns verbally but they must ensure that all concerns are recorded onto Sleuth by the end of the school day.

9.4 Staff must act immediately and report any concerns regarding peer on peer abuse to the DSL.

9.5 When making decisions about how to deal with allegations, the age and understanding of the young person who has displayed harmful behaviour must be taken into consideration, as well as any relevant personal circumstances and how this relates to their behaviour. Schools must consider any disparity in age between the young person who has displayed harmful behaviour and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence.

9.6 What to do if there are concerns

DSLs must deal with any concerns of peer on peer abuse immediately and sensitively. As much information as possible must be gathered from the victim and the young person who has allegedly displayed harmful behaviour in order to gain the facts of what has happened.

9.7 The language used must be sensitive, non-judgmental and must not blame the victim. Victims must be supported and reassured that their safety and welfare within the school is the priority. Risk assessments must be implemented where necessary.

9.8 Where the DSL believes that there has been significant harm caused to the pupil, a referral must be made to the local authority immediately. In agreement with the local authority, parents/carers must be informed. Where possible, as best practice, parents/carers are to be informed face to face.

9.9 If the local authority does not believe it meets their threshold for further action and the DSL is not in agreement, this must be challenged with the local authority.

9.10 After the outcome/conclusion of the incident:

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- a contextual safeguarding approach must be taken;
- schools must take all necessary action to learn from the incident and prevent future incidents from occurring, such as through targeted education around specific types of peer on peer abuse;
- support for the victim must be offered and provided where possible. If necessary, appropriate risk assessments must be implemented to provide reassurance and safety for the victim;
- schools must ensure that they do not adopt a victim blaming approach;
- the DSL must complete an investigation into the incident; The investigation must consider the occurrence of the incident itself as well as whether it is an isolated incident, and the personal circumstances of the young person who is alleged to have displayed harmful behaviour;
- if necessary, appropriate referrals must be made to support services for the young person who has displayed harmful behaviours;
- a risk assessment to be completed and implemented for the young person who has displayed harmful behaviours in order to safeguard them and other pupils.

### 9.11 Bullying

Severe or persistent forms of bullying can result in Significant Harm, which is why those providing services for children should have adequate policies, procedures and training to counter bullying. Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people. Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded.

9.12 NFA Group has a zero-tolerance approach to bullying. All staff have a responsibility to challenge bullying even at a low level. Staff must help children and young people to understand what bullying is and how to report it. Bullying must be dealt with as a safeguarding matter. Staff must report any bullying concerns to the DSL on the same day. The concerns must be documented on Sleuth.

9.13 Schools have a responsibility to ensure that those children and young people who bully, are supported and helped to understand the impact of their actions.

9.14 For further information please refer to the school's anti-bullying Policy, child protection Policy, the Web Filtering Policy, and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' December 2017.

9.15 All staff have a responsibility to report any suspicions or concerns that a child has or may be mistreated or harmed.

### 9.16 Preventative Strategies

The school will take all appropriate action to ensure that children and young people learn about appropriate relationships with adults, keeping safe, online safety as well as sex and healthy relationships. PSHE lessons, Relationships Education, and Relationships and Sex Education will focus on important age appropriate issues in line with Government guidance.

Staff must ensure that children and young people have opportunity to learn about safe relationships between peers as well as who they can talk to if they have any concerns.

9.17 Children should be supported by staff to understand what abuse is. Children must be listened to and enabled to report any abuse or neglect at the earliest opportunity. They should be

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given information about how to report abuse or any concerns about possible abuse. This should include being able to access in private, relevant websites or help lines such as Childline to seek advice and help.

9.18 The school recognises that some children and young people are more vulnerable by virtue of their complex health or behavioural needs, or disabilities. In these instances, all staff have a responsibility to be the 'eyes and ears' and report all concerns to the DSL.

9.19 For further information, refer to Part 5 of Keeping Children Safe in Education (2019) 'Child on Child Sexual Violence and Sexual Harassment'.

### **10) Children Missing Education**

10.1 All staff must be aware of the risks associated with children who go missing from education, and particularly that very often missing incidents are a warning sign of other safeguarding concerns such as exploitation, forced marriage, FGM, substance misuse or mental health problems. The risk of exploitation and abuse increases for those children and young people who go missing from home and school.

Early identification and intervention is a priority. Schools must have appropriate procedures in place for monitoring the attendance of children and young people in school. Children and young people's attendance must be monitored through Senior Leadership Team Meetings and Governance.

10.2 The Head Teacher must ensure that there are two contact numbers on a pupil's file. The DSL must contact the main emergency contact as detailed on the pupil's file should there be concerns regarding the pupil missing education.

Staff must report all unauthorised absences to the DSL. The DSL must contact the child or young person's parent/carer immediately to establish the child or young person's whereabouts. The DSL must inform the placing authority of a pupil's poor attendance.

10.3 The DSL is responsible for investigating any unexplained absences. Reasonable enquiries must be made to locate a child or young person who is missing from education. The DSL must refer any safeguarding concerns regarding the absence of a pupil to the local authority. In cases where there are immediate concerns regarding forced marriage or FGM, the DSL must refer to the police immediately. All information must be documented on Sleuth.

10.4 Children and young people who are repeatedly missing from education are at particular risk of harm. Attempts must be made to talk to the child or young person about why they are missing from education. Records must be kept of those discussions. Any safeguarding information which the child or young person discloses must be shared immediately with the local authority. If the child or young person discloses immediate safeguarding concerns, the DSL must share this information with the police.

### **11) Exploitation**

11.1 Exploitation of children and young people is a form of child abuse and can include sexual exploitation or criminal exploitation. Schools must write and implement a local exploitation procedure which staff must be familiar with.

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11.2 All staff must know the definitions, signs and indicators of CSE and County Lines. DSLs must provide ongoing training and learning to staff around exploitation. All staff must have training in exploitation.

11.3 All staff must read NFA Group's Exploitation Policy as well as refer to Keeping Children Safe in Education (2020).

11.4 Staff must report concerns regarding exploitation immediately to the DSL. Staff must document their concerns on Sleuth on the same day. Where there are immediate concerns relating to children and young people's safety due to exploitation, DSLs must make a same day referral to the local authority and report the concerns to the police as well as to the Assistant Director for Education.

11.5 Where there are low level concerns, DSLs must document the concerns on a chronology in order to establish a full picture of what is happening for the child or young person.

11.6 It is everyone's responsibility to help children and young people know about grooming and exploitation. Schools must ensure that children and young people know who to talk to if they are concerned about child exploitation.

11.7 Female Genital Mutilation

In line with KCSIE (2020), teachers have a legal duty to share concerns regarding FGM; 'If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

11.8 Staff must read and be familiar with statutory guidance regarding reporting FGM 'FGM Fact sheet' as outlined within KCSIE 2020 page 11.

11.9 Teaching staff have a legal duty to share concerns with the DSL and to report any concerns. In suspected cases of FGM, staff must refer to the local authority as well as the police. The DSL will assist and support staff with this.

11.10 The DSL must ensure that immediate concerns regarding potential abuse, harm, honour based violence including FGM, forced marriage and breast ironing, CSE and Trafficking or Radicalisation are shared immediately with the relevant Assistant Director for Education (chair of governors) and that staff have documented them onto Sleuth.

## 12) Preventing Radicalisation

12.1 NFA Group fully recognises its responsibility to have arrangements in place to safeguard and protect children from radicalisation. Section 26 of the Counter-Terrorism and Security Act 2015 places a statutory responsibility on schools to 'have due regard to the need to prevent people from being drawn into terrorism'. This is known as the 'Prevent' duty.

12.2 All staff must be aware of the signs and indicators of radicalisation. Staff must be proactive in reporting any concerns, regardless of how small they may be, to the DSL. DSLs must assist staff to report all concerns regarding radicalisation to the Police as well as the Assistant Director for Education. Staff must document their concerns onto Sleuth.

12.3 All staff must be aware of the local procedures relating to reporting radicalisation concerns.

### **13) Physical Interventions**

13.1 While every school creates an atmosphere of nurturing, unconditional positive regard and warmth, NFA Group recognises that on occasion it may be necessary to use physical intervention to keep a child or young person safe. Physical intervention must be a last resort.

13.2 All staff must read and know the school's individual Physical Intervention Policy.

13.3 If a child or young person makes an allegation after a physical intervention, it is important that the member of staff writes down as much information as possible. Staff must complete body maps immediately after the event and record onto Sleuth. Staff must also verbally inform the DSL/deputy as well as recording it onto Sleuth. Medical attention must always be sought for the young person. Staff must inform their parents or carers. Allegations of harm relating to physical interventions must be reported to the Assistant Director for Education and the Local Authority Designated Officer.

### **14) Allegations against Staff**

14.1 All allegations must be treated seriously. Staff must maintain an open mind and suspend all judgement. Allegations must never be dismissed. When managing allegations, it is important that staff maintain a level of professional curiosity. Staff have a responsibility to look after themselves and not to place themselves into situations which could present as unsafe. Staff must report any concerns to the Assistant Director for Education and the DSL.

14.2 When a child makes an allegation about a member of staff, the member of staff receiving the complaint must write everything down and document it on Sleuth. The member of staff must immediately report the allegation to the DSL or deputy. The DSL has a responsibility to take all allegations seriously regardless of whether a child or young person has made previous allegations. The Designated Safeguarding Officer may wish to speak with the LADO and seek advice about next steps on the same day. Allegations must be reported to the Local Authority Designated Officer within one working day. The DSL must ensure that they follow the NFA Group's Managing Allegations Procedure.

14.3 If the allegation is regarding the Head Teacher/Principal then the Assistant Director for Education must be informed immediately. They will then seek advice from the LADO.

14.4 All allegations made against staff must be reported to the Assistant Director for Education, NFA Group's HR Team as well as the Quality Assurance Team within 24 hours. NFA Group recognises that managing allegations can be challenging and so will support with the process. All allegation must be sent to the secure inbox- [safeguardingnotification@nfa.co.uk](mailto:safeguardingnotification@nfa.co.uk)

14.5 It is the responsibility of the DSL to ensure that all allegations are managed in line with local safeguarding partnership procedures.

### **15) Working with the Local Authority Designated Officer (LADO)**

15.1 In all referrals, the DSL is the lead professional within the school for ensuring that a timely response is received from the local authority or LADO. If a response is received which the DSL believes is inappropriate and does not prioritise the child or young person's safety, this must be escalated to the Head Teacher or Governors of the school to agree further action.

## **16) Whistleblowing**

16.1 Safeguarding is everyone's responsibility. NFA Group recognises that on occasion staff may feel that they are unable to tell someone within their immediate place of work about any safeguarding concerns that they may have. NFA group also recognises that children will be unable to voice their concerns if they are in an environment where staff also fail to voice their concerns.

16.2 All staff have a duty first and foremost to the children in their school. Any concerns, regardless of how small they may seem, must be reported. DSLs and Head Teachers have a responsibility to ensure that they create an environment where staff feel safe to openly voice any concerns and that they feel listened to. It is also important that staff feel supported if concerns are raised about them. If staff see or heard about other colleagues' practice which they are concerned about, which potentially may cause emotional or physical harm to a pupil, or if the standard of care being provided falls short of expectations, they must report this.

16.3 NFA group has an anonymous telephone support system (Safecall) where staff are able to share any concerns that they may have, safely and without fear of reprisal. All whistleblowing concerns will be taken seriously and treated as such.

16.4 Staff can call Safecall on 08009151571, report online [www.safecall.co.uk/reports](http://www.safecall.co.uk/reports), or email [acorngroup@safecall.co.uk](mailto:acorngroup@safecall.co.uk)

## **17) The role of Senior Manager and Governor**

17.1 Like teaching staff and volunteers, senior managers and Governors must be safely recruited and have all relevant checks on file. Please see the Safer Recruitment Policy for further information.

17.2 Governors must have oversight of safeguarding policies and procedures that they are being effectively implemented within the school and that training is effective. In line with KCSIE (2020), which states that; 'Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their schools or college's safeguarding arrangements'. The named Governor for the school is Nick Simpson

17.3 It is the Governors' responsibility to ensure that there is a named DSL and that the school contributes to multi-agency working in line with Working Together to Safeguard Children (2018).

## **18) Safer Recruitment**

18.1 The NFA Group Safer Recruitment Policy sets the processes which must be followed for the recruitment of staff and volunteers.

18.2 It is the responsibility of the Head Teacher to ensure that the Single Central Record is compliant with legislation and statutory guidance and kept up to date and is stored confidentially.

## **19) Managing Referrals to Disclosure and Barring Service, Health & Care Professions Council, or other professional bodies including the Care Council for Wales (CCW), and/or the Scottish Social Services Council (SSSC), Northern Ireland Social Care Council (NISCC) or Teacher Regulation Authority.**

19.1 A Sub-Committee of the NFA Group Safeguarding & Quality Committee takes an overview of all professional conduct issues to ensure the Group is compliant and consistent with all legal

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duties relating to referrals to professional bodies and the Disclosure and Barring Service.

19.2 NFA Group managers must notify the Safeguarding Sub-Committee of all possible referrals to the Disclosure and Barring Service or any relevant professional body in the UK.

19.3 All professional conduct issues which may require a referral to a professional body, whether they relate to safeguarding children or not, must be referred to this sub-committee. For example, a teacher may be prohibited from teaching for a wide range of reasons which do not relate to the safety of children or young people.

19.4 The Safeguarding Sub-Committee will support the decision-making process to refer an employee to a professional body / DBS and make it clear who is responsible for the submission of any relevant documentation. This will normally be delegated to a senior manager within the division.