2021-22

**Child Protection Policy**

Northcott

**Northcott School**

**Policy statement and principles**

At Northcott we are committed to safeguarding and promoting the well-being of our pupils. Our policies, procedures and protocols reflect those contained within the most up to date ‘Keeping Children Safe in Education’ 2021 statutory guidance for schools and colleges. We work in close partnership with our families and a wide range of agencies to review our children’s’ needs and keep them safe. In addition, our policy takes account of any changes to the statutory framework, such as legislation regarding; Sexual violence and sexual harassment between children in schools and colleges (DFE 2017)

“Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should, attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child’s welfare are sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information” (Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children - 2018).

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead *Julie Wickenden* on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the *Governing Body* for approval and sign off during the autumn term meeting.

Date of last review: Autumn Term 2021

Date of next review: Autumn Term 2022

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| --- | --- | --- |
| **Role** | **Name** | **Contact Details** |
| Designated Governor for Child Protection/Safeguarding  Snr Designated Safeguarding Lead  Deputy Safeguarding Lead  Safeguarding & Parent Liaison Officer  LA Safeguarding Children in Education Officer  LA Child Protection Contact/LADO  Early Help and Safeguarding Hub  Children’s Social Care  Emergency Duty Team  Police Public Protection Unit | Kevin I’ Anson  Julie Wickenden  Katherine Johnson  Lisa Allan  Phillip Painter  Jaquie Edhouse (Hull)  EHASH  After Hours (EDT) | 01482 825311  admin@northcottschool.org.uk  01482 825311 [wickenden.j@northcottschool.org.uk](mailto:wickenden.j@northcottschool.org.uk)  01482 825311  [head@northcottschool.org.uk](mailto:head@northcottschool.org.uk)  01482 825311  [Allan.L@northcottschool.org.uk](mailto:Allan.L@northcottschool.org.uk)  Tel: 01482 614552  Mob: 07725481118  Email: [phillip.painter@hullcc.gov.uk](mailto:phillip.painter@hullcc.gov.uk)  01482 790933 Hull  01482 396559 (East Riding)  01482 448879  01482 448879  01482 300304  01482 396999 |

**Introduction**

Our policy applies to all staff, governors, supply staff, volunteers and contractors working in the schooland takes into account statutory guidance provided by the Department for Education and local guidance from the Hull Safeguarding Children Partnership www.hullsafeguardingchildren.co.uk

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities are as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018, and Sexual violence and sexual harassment between children in schools and colleges (DFE 2017) are incorporated into this policy. KCSIE 2021 has the addition of Annex A for staff who do not directly work with children.

During the Covid-10 pandemic we implemented a three tier monitoring system which enabled us to stay in contact with all our parents and children and escalate our concerns rapidly. This strategy was published in the April 2020 amendment to the Child Protection Policy. In the event of any incidents of Covid 19 in school throughout 2021 and 2022 we will follow the advice of Hull Local Authority and Public Health England and will make sure we stay in contact with and monitor children who are unable to attend due to isolation and or ill health.

**Children with Special Educational Needs**

Northcott is a maintained special school which specialises in supporting pupils with Speech and Language Communication Need and pupils who have diagnosis of Autism Spectrum Disorder (ASD) – their primary need from ages five to sixteen. The majority of our children have moderate learning needs (MLD) but some are non-verbal and some pupils may have severe learning needs (SLN). Some of our pupils have secondary needs which make them particularly vulnerable to poor mental health (SEMH). The expertise of our staff, smaller class sizes and the protective nature of the school environment all help minimise risk and anxiety for our pupils.

Our pupils need routine and a calm environment in which their sensory needs are met.

Our pupils benefit from staff who have been trained to work with pupils with LCN & ASD

Our staff have a good understanding of issues relating to attachment.

Our staff are vigilant to the needs of all our pupils and work with parents and carers to review their EHCP. Early annual reviews are called when those needs change or if a child has been wrongly placed.

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. Our pupils have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

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

**Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply, volunteers, contractors and governors and are consistent with the Hull Safeguarding Children Partnership.

**Safeguarding children is defined as:**

* The actions we take to promote the welfare of children and protect them from harm are everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.

**Safeguarding and promoting the welfare of children is defined as:**

* Protecting children from maltreatment.
* Preventing impairment of children’s mental and physical health or development.
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.
* Working Together to Safeguard Children 2018   
    
  **NB. Definition**: Children includes everyone under the age of 18 years of age

**Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:**

* Pupils’ health and safety and emotional well-being, and their mental and physical health or development.
* Meeting the needs of children with special educational needs and/or disabilities.
* The use of reasonable force.
* Meeting the needs of children with medical conditions.
* Providing first aid.
* Educational visits and off- site education.
* Intimate care and emotional wellbeing.
* On-line safety and associated issues.
* Appropriate arrangements to ensure school security, taking into account the local context.
* Keeping children safe from risks, harm and exploitation: KCSIE 2021 Annex A.

**Safeguarding can involve a range of potential issues such as:**

* Neglect, physical abuse, sexual abuse and emotional abuse.
* Contextualised abuse.
* Bullying, including online bullying (by text message, on social networking sites) and prejudice-based bullying.
* Peer on Peer abuse.
* Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
* Gender based violence/violence against women and girls.
* Extremist behaviour and/or radicalisation.
* Child sexual exploitation, human trafficking, modern slavery or exploitation.
* The impact of new technologies, including ‘sexting’ and accessing pornography.
* Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2021 Part Five)
* Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
* Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
* Is at risk of or from serious violence and violent crime (KCSiE 2021).
* Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
* ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers.

Our Senior Leadership Team regularly audits the expertise of all our staff and reports annually to the governing board on Safeguarding. Staff have programmes of training to help identify the links between safeguarding, behaviour and mental health, such as Mental Health First Aid Mental Health First Aid Lite, Neuroscience of Attachment, Trauma and Toxic Shame, and inset on Effects of Foetal Alcohol Syndrome and Thrive Training.

We have three staff qualified ELSA workers and four staff who support our pupils with additional bespoke wellbeing interventions. In addition we have a lead on Well-being who works closely with HeadStart, a lead for PSHE who works closely with Senior Leaders implementing the changes to Relationship Sexual Health Education (RSHE) within the PSHE curriculum. Training priorities range from a focus on Pupil Mental Health & Well Being, Awareness of Domestic Abuse, Sex and Relationship Education, Consent and Sexual Violence and Sexual Harassment between Peers. We are currently training staff to be Well-being Champions to enable us to implement whole school approach to well-being.

**School Ethos**

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Northcott School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school puts children at the centre of your ‘safeguarding arrangements’ giving them a sense of independence and direct access to the head teacher through the student council and the designated leaders for safeguarding and Looked After children are both senior leaders.

Our schoolis led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children’s social care or EHASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact EHASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and Chair of Governor along with links to Hull Safeguarding Children Partnership.

Northcott follows Safer Recruitment and Selection Policy For Employees and Volunteers. On receipt of DBS Certificate from E-Safeguarding the Head teacher signs off the applicant. HR admininstrative staff use a recruitment checklist which is located in staff files. Supply, visitors and volunteers are given details of who are the safeguarding staff and how to report concerns.

New starters have an induction with the Safeguarding Officer and are enrolled on Hull City Council Safeguarding Level 1 course upon starting. All new staff are also given a log to our on-line safeguarding suite of training at SSSCPD and instructed to complete key training on Child Sexual Exploitation, Prevent, Awareness of Domestic Abuse and newly added this year Sexual Violence and Sexual Harassment Between Peers.

*KCSiE 2021 makes clear that If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, contractors and volunteers) posing a risk of harm to children staff must share and report concerns see (KCSiE 2021 Part Four Allegations of abuse made against teachers, and other staff, including supply staff, contractors and volunteers).*

The Snr Designated Safeguarding Lead (DSL) or head teacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. The Designated Leader is responsible for liaising with the LADO within 24 hours on all allegations against professionals, volunteers and carers.

The Senior Leader will follow the guidance from Hull Safeguarding Children’s Partnership:

Managing Allegation of Abuse Made Against People Who work or Volunteer with Children in Hull (updated Jan 2020)

**Our Child Protection Policy**

**There are six main elements to our policy:**

* Providing a safe environment in which children can learn and develop.
* Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
* Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
* Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
* Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
* Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.

We recognise that because of the day to day contact with children, school are well placed to observe the outward signs of abuse.

**The school will therefore:**

* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
* Ensure children know that there are trusted adults in the school who they can approach if they are worried.
* Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
* Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
* Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
* Developing healthy relationships and awareness of domestic violence, and abuse which is linked to ‘honour’ such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
* Recognising how pressure from others can affect their behaviour.
* Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

Opportunities to teach safeguarding: in KCSiE 2020 informed that RSHE was made mandatory from September 2020 and provided additional links to further advice and guidance. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. Individuals may also be supported with bespoke learning through our links with Cornerhouse and or MESMAC who are also involved in supporting whole school training on delivery of Sex Education.

* We will take all reasonable measures to ensure any risk of harm to children’s welfare is minimised.
* Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
* Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
* Promote pupil health and safety.
* Promote safe practice, and challenge unsafe practice.
* Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including supply, volunteers and contractors (KCSiE 2021)
* Provide first aid and meet the health needs of children with medical conditions
* Ensure school site security
* Address drugs and substance misuse issues
* Support and plan for young people in custody and their resettlement back into the community.
* Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
* Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

**We will follow the Hull Safeguarding Children Partnership procedures and take account of guidance issued by the DfE in Keeping Children Safe in Education 2021 to:**

* Ensure we have a Snr Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
* The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021).
* Ensure we have a nominated governor responsible for child protection/safeguarding.
* Ensure that we have a Designated Teacher for Looked After Children (LAC).
* Ensure every member of staff (including temporary, supply staff, volunteers and contractors) and the governing body knows the name of the Snr Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children’s social care/police if a child is in immediate danger.
* Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
* Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
* Ensure that there is a complaints system in place for children and families.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school’s website.
* Notify Children’s Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
* Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
* Ensure all records are kept securely; old paper child protection files or confidential file are kept separate from the main pupil file, in a locked cabinet in an office (not a classroom).
* CPOMs was introduced in 2019 – subsequent to this date records are kept electronically. Where a paper file has been received from a transferring school this is checked and indicated on CPOMS.
* Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
* Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safe recruitment practices are always followed.
* Apply confidentiality appropriately.
* Apply escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

**Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

**Our school** **will endeavour to support the pupil through:**

* Developing the content of the curriculum:
  + to enable learning that is personalised and grows self-belief and encourages self -expression
  + that is broad and ambitious in its level of challenge and expectations
  + gives a sense of independence through options and vocational learning that allows pupils to explore their areas of interest and prepare for post-16 life/college
  + includes RSHE, life skills lessons, PE and PSHE which will enable them to adopt healthy lifestyles and healthy, positive relationships
  + includes assemblies and tutor time pastoral support
  + that encourages pupils to participate in the wider life of the school through student council, peer mentoring, anti –bullying ambassadors
  + confidence to talk to trusted adults in their class teams in or around the school
  + so individual needs can be met through wrap around care and multi-agency working
  + enrichment opportunities which increases their social interaction and widen their experience (scouts, drama, media, art therapy, music projects, bike-ability)
* Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
* The school behaviour policy, anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
* Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school/ they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
* Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported is important. Therefore, our staff need to understand the links between behaviour, safeguarding and mental health and respond in a fair and consistent way to issues relating to negative behaviour. We use clear rewards and sanction procedures and an ethos of support the child but sanction the behaviour:
  + Behaviour Watch is used to track patterns of behaviours
  + Patterns of Behaviour are analysed fortnightly, termly and annually
  + Positive Behaviour Reports are used for pupils who we are monitoring
  + Escalated to SLT report/mentoring
  + De-escalation Plans (DEPs) are used for pupils who have repeated serious incidents
  + Staff have access to behaviour specialist ‘within reach’ support to advise on strategies relating to ASD, ADHD, Attachment
  + Pupils can be referred to school staff (ELSA) for one to one support with bereavement, anger, anxiety, girls group (puberty), self-esteem
  + Parent Liaison Officer and Education Welfare Officer support parents with school refusal and improving attendance.
* Our pupils benefit from clear boundaries and routines and staff have a responsibility to understanding the details in their individual Education Health Care Plans (EHCP, DEP)
* Liaising with other agencies that support the pupil such as:
  + Children’s Social Care, Local Policing Teams
  + Educational Psychologist, MIND, CAMHS, MESMAC, Cornerhouse, SALT
  + Boys and Young Men at Cornerhouse – individual RSHE or group work
* Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child’s social worker is informed.

**Safer Recruitment and Supporting Staff**

* The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021
* School leaders, staff and members of the governing bodywill be appropriately trained in safer working practices and access safer recruitment training
* Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance. The school follows the KCSIE 2021 regarding information relating to DBS checks (page 57)
* Theschoolhas in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021. Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
* Staff can access a copy of this online in the school staff handbook
* Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by HR before beginning working and will be supported by their named buddy
* In the event of any complaint or allegation against a member of staff, the head teacher (or the Designated Safeguarding Lead) if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and our HR Advisor.
* Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. Debriefing will be provided by DSL and or head teacher, counselling supervision may be arranged if needed.
* All new employees will be appropriately inducted to their role and an Induction Checklist for Safer Recruitment in staff file. An induction pack of policies and guidance is given to each new starter. Staff are also signposted to our website and staff handbook.

**Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school. Staff can view these local policies, procedures and guidance from the Hull Safeguarding Children Partnership www.hullsafeguardingchildren.co.uk

**The following separate policies and government guidance informs the work we do to keep our children safe:**

Behaviour Policy

Anti-bullying Policy

Intimate Care Policy

Acceptable Use of ICT

Safer Recruitment Policy

Medical Conditions and Medicines in School

**Link to Guidance:**

* HM Working Together to Safeguard Children, published 4th July 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
* DfE Keeping Children Safe in Education 2021 (KCSiE) in force from 1st September 2021 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf>
* What to do if you’re Worried a Child is Being Abused (2015)[What to do if you're worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
* Sexual Offences Act (2003)
* Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
* Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
* Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry(whether or not the forced marriage takes place).
* Serious Violence Strategy 2018
* Sexual violence and sexual harassment between children in schools and colleges (DfE 2017)

**Roles and Responsibilities**

**All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in ourschoolwho comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. Each class is made up of teacher and teaching assistants who have pastoral responsibility and are the main links between home and school.

**Safeguarding and Well- being Team**

Pupils are placed with a class team consisting of a tutor and teaching assistants who provide the day to day pastoral care and liaise with parents. Staff with a safeguarding concern report directly to Lisa Allan, Julie Wickenden or Katherine Johnson. Cause for Concerns can also be reported on Behaviour Watch – this is monitored daily by Lisa Allan. Parents can access further support through the Safeguarding & Well- being team by email, phone call and pre-arranged visits. Our Safeguarding Officer is a named link for families and will escalate concerns and consult with DSL or deputy DSL when parents need more support, advice. Tutors also understand the need for parents to access support or advice and will arrange to meet or telephone to discuss any emerging issues as the first point of contact. Pupils, parents and carers are signposted for support in school and through our website, in posters, newsletters and during meetings, parents events (such as Futures Events and Parent Evening). Pupils also provide feedback to senior leaders within the school through form representatives and school council meetings.

Staff understand that some pupils are at greater risk of harm than others and understand the importance of children and social workers meeting during the school day where required.

*KCSiE 2020 referred to this in paragraphs 109 to 112, ‘Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs’.*

**Designated Leads and Deputies**

* Julie Wickenden is Designated Safeguarding Lead & Designated LAC Lead and deputy head. In this role DSL audits safeguarding and reports to governors, analyses training needs and facilitates training, incrementally increasing staff expertise through long term planning.
* DSL delegates cases to Safeguarding Officer (EHASH referrals) and maintains direct overview of open complex cases (CIN/CP) through CPOMS and attendance at core meetings, strategy meetings and case conferences. As cases are reviewed (downgraded) DSL may name Safeguarding Officer as link person for monitoring.
* Information is shared with the head teacher who is also deputy DSL.
* Safeguarding Officer and DSL meet at least weekly to discuss changing needs of pupils being monitored and liaise daily over ‘live cases’ and families in need of support.
* As Designated LAC this role involves having an overview of academic progress and individual needs of each LAC child. Again reporting to governors regularly. Responsible for keeping records up to date on CPOMS and liaising with carers/social workers and completing EPEP and delegating named staff to attend LAC review (such as tutor).
* Katherine Johnson is Deputy Designated Safeguarding Lead and head teacher. Checks CPOMs alerts daily and liaises with LADO, SEND and local authority as needs arise. Is responsible for allegations against staff, volunteers and complaints. Reviews cases of escalating concern with DSL.
* Lisa Allan is Safeguarding & Parent Liaison Officer – working with our identified Vulnerable Group (VG) families and provides ELSA support. Due to her work with VG Lisa also is responsible for keeping records up to date on CPOMS, recording incidents and actions and liaising with external agencies, social workers etc. Lisa Allan monitors Cause for Concern daily and records referrals and incidents on CPOMS.
* Designated Safeguarding Lead, Deputy DSL and Safeguarding Officer liaise with external agencies to facilitate their work with pupils and their families. Escalating in accordance with guidance and need
* DSL’s and Safeguarding Officer work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child’s needs are met

**Well-being Links**

We recognise how a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health (see KCSiE 2020 paragraph 109).

Alongside our class pastoral support, we have a staff who work specifically to support pupils with issues relating to attendance, behaviour and well-being. We have an experienced ASD Behaviour Lead who works with staff to enable them to understand the holistic needs of our children. We have staff who are trained in Mental Health First Aid and Mental Health Lite. Two ELSA support staff who provide a range of bespoke programme for individuals and small groups. We also have two staff who provide bespoke friendship, healthy relationships and puberty work with girls. We have an external early help specialist who works with young boys around boundaries and healthy relationships. In addition we have:

* Attendance Monitoring – (Laura Stewart) produces attendance data and actions first day calling for vulnerable group and reports to head teacher for daily DFE returns and Covid Monitoring
* EWO (Joyce Collier) completes home visits and attendance action plans with Safeguarding and Parent Liaison Officer Lisa Allan to support school refusers and reintegrate pupils. Attendance letters are uploaded to CPOMS for cross referencing for safeguarding issues. Attendance Actions Plans are drawn up where there are issues relating to school refusal and parentally condoned absence.
* PSHE Lead & HeadStart link (Connie Lambert) leading on implementation of new statutory RSRE. Is responsible for providing long term plans to ensure pupils have a sequenced learning that enables progress and deepens understanding. Responsible for monitoring quality of PSHE.
* ELSA & Well-being lead (Karen Sharpe) works with SLT to developing our Well Being Policy and resources. Is responsible for development of early help programmes which meet the varying needs of our pupils. Works with individuals and groups to support with anger management, low self-esteem, bereavement, and is working with the whole school to gain the HeadStart Mark of Excellence

**Teachers and Support Staff**

Teachers & Support Staff contribute to keeping children safe in their pastoral role as tutors and class support. In this role they have a responsibility to liaise regularly with parents and to show an understanding of family contextual issues when monitoring pupils for safeguarding.

Our staff support children by enabling them to access learning which is age and ability appropriate and clearly meets the needs on their Education Health Care Plans (ECHP). Teachers and class support staff enable pupils to access a broad and balanced curriculum and where necessary providing learning which is highly differentiated, personalised and bespoke as needed and indicated in their EHCPs.All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Safeguarding Officer or Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. Hull City Councils EVOLE system allows us to risk assess trips and residential visits.

**Safeguarding Training**

All our staff are aware of systems withinNorthcott School and these are explained to them as part of staff induction. The Induction pack includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020, along with other policies and procedures. Our school utilises an induction checklist as part of our Safer Recruitment Policy. All staff complete Hull City Councils Level 1 Safeguarding Training as part of their induction, which is updated every three years.

Safeguarding training is audited annually and reported to governors. The audit forms part of school development planning and decisions on the training focus for the next academic year. This training is a combination of: bought in specialists and face to face whole school training; INSET and cascaded training; and on-line training using SSSCPD site. This platform specialises in providing safeguarding training and enables DSL to build staff awareness of contextual safeguarding and to incrementally increase safeguarding expertise of staff. In addition, all staff receive child protection and safeguarding updates when required, but at least annually and sign the SSSCPD link to say they have read and understood the latest KCSIE document.

**Staff responsibilities**

All our staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. The training section above outlines how staff awareness is raised and expertise grown.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children’s social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

All staff have a key role to play in identifying concerns and provide early help for children.

**To achieve this, they will:**

* Establish and maintain an environment where children feel secure, are encouraged

to talk and are listened to.

* Ensure children know that there are adults in the school who they can approach if

they are worried or have concerns.

* Plan opportunities within the curriculum for children to develop the skills they need

to assess and manage risk appropriately and keep themselves safe.

* Attend training in order to be aware of and alert to the signs of abuse.
* Maintain an attitude of “it could happen here” with regards to safeguarding.
* Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed, or Safeguarding Officer.
* Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL, safeguarding Officer or their Deputy is not available.
* Follow the allegations procedures if the disclosure is an allegation against a member of staff.
* Follow the procedures set out by the HSCP and take account of guidance issued by the DfE KCSiE 2021.
* Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
* Treat information with confidentiality but never promising to “keep a secret”.
* Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
* Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
* Liaise with other agencies that support pupils and provide early help.
* Ensure they know who the DSL and Deputy DSL’s are and know how to contact them.
* Have an awareness of the Child Protection Policy, the Behaviour Policy, the staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
* Understand they have a mandatory duty to report issues related to Female Genital Mutilation

*Our staff are involved in partnership work with agencies such as CAMHS, MIND, Cornerhouse, MESMAC, HeadStart, Community PCSOs, Police, Early Interventions Officers, School Nursing Team, CSC Disability Team, Connexions, The Warren, IPASS and a range of counselling services.*

**Senior Leadership/Management Team** **responsibilities**:

At the Northcott School both the head teacher (deputy DSL) and deputy head (DSL) have responsibility for safeguarding. They have joint responsibility for reporting concerns relating to safeguarding. They:

* Contribute to inter-agency working in line with ‘Working Together to Safeguard Children 2018’ guidance.
* Provide a co-ordinated offer of early help when additional needs of children are identified.
* Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators and through access to regular training opportunities and updates.
* Ensure staff are alert to the various factors that can increase the need for early help
* Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
* Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
* Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school (along with the Safeguarding Officer).
* Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
* Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations of abuse made against teachers, and other staff, including supply teachers, contractors and volunteers’).
* KCSiE Part Four Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors’: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.
* Work with Education Safeguarding Lead for Hull City Council and attend DSL meetings and forums

**Teachers (including NQTs) and Head teachers – Professional Duty**

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and head teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties. In addition, the Children and Social Work Act of 2017, places responsibilities for designated teachers to 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.

Academic and social progress of children who fall into the category outlined above is reported to the head teacher three times per year. This is monitored by the Designated Lead (DL) for LAC and SLT and reported to governors. The DL works with the Head of Virtual School, pupils, carers, social workers and Advisory Teachers to review their needs and progress using the EPEP system and by attending LAC reviews and PEPS. DSL LAC will consult with the aforementioned and tutors, teachers to identify any emerging unmet needs and how this may be supported by accessing additional funds through the EPEP system. SLT monitor the attendance, behaviour and progress of disadvantage groups through regular data collection and share this with Virtual School, Social Worker, Carer pupils. In addition our administrative staff work with families to help them access free school meal entitlements as appropriate.

**Designated Safeguarding Lead**

Senior Designated Safeguarding Lead takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse. DSL’s and their deputies have a joint responsibility for reporting concerns related to safeguarding.

**The Senior Designated Safeguarding Lead is expected to:**

* Manage Referrals
* Refer cases of suspected abuse or allegations to the relevant investigating agencies.
* To share information with Head teacher (Deputy DSL) on complex cases and new referrals in SLT meetings
* Support staff who make referrals to children’s social care and other referral pathways.
* Report allegations of staff misconduct and or abuse to the head teacher, following guidance from Hull Safeguarding Children Partnership
* The head teacher will refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
* The DSL is also designated lead for Looked After Children
* CPOMS alerts are sent to Head teacher, DSl and Safeguarding Officer as incidents occur, action is taken and referrals are made
* DSL and Safeguarding Officer meet weekly to review progress of referrals and discuss which cases to escalate or downgrade.
* DSL and Safeguarding Officer will maintain records, update as needed
* DSL and Safeguarding Officer will review and manage cases on CPOMS
* DSL and Safeguarding Officer will check paper CP files and ensure archive documents are stored safely and transfer to destination school/college safely
* DSL will work with and monitor the most complex cases - CP and CIN in crisis or changing circumstances
* Safeguarding Officer will work with and monitor referrals into EHASH, Early Help and CIN cases which are of a lower concern (stable placement)
* Safeguarding Officer will report to DSL and work with SLT to escalate concerns which are unresolved or unsatisfactory
* DSL will work with CSC team leaders and named link social worker to resolve issues
* DSL & SLT will escalate unresolved concerns with Hull City Council Education Safeguarding Link (Phillip Painter)
* Head teacher and or DSL will report allegations of abuse by staff, volunteer or supply to LADO (Jaquie Edhouse)

NB: Should children be subject of safeguarding concerns the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements.

**Working with others**The Designated safeguarding lead will:

* Liaise with the head teacher to inform him/her of any issues and ongoing investigations.
* As required, liaise with the ‘case manager’ and the LADO where there are child protection concerns/allegations that relate to a member of staff.
* Liaise with the case manager and the LADO where there are concerns about a staff member/volunteer/supply.
* Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
* Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
* Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Hull Safeguarding Children Partnership procedures and practice guidance.
* Attend DSL termly forums and meetings led by Phillip Painter/Alyson Milner
* DSL work with curriculum staff responsible for PSHE, RSHE, Offsite Vocational learning
* DSL works with CSC Team Managers, Social Worker Link, Social Workers and Family Practioners
* DSL works with CAMHs, MIND, Cornerhouse, MESMAC, Community Police and Public Protection Units, ICROS, Virtual Team (for LACS)
* DSL liaises with safeguarding staff in other schools and post-16 providers (transition/destinations)
* DSL will liaise with staff though staff briefings, meetings, bulletins, staff notice board, Inset and training

**Designated Safeguarding Lead Training**

DSL knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments and attend training as necessary to complete the role). DSL needs to:

* Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
* Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
* Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
* Recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
* Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation (KCSIE Pg 133)

**The training undertaken should enable the Designated Safeguarding Lead to:**

* Understand the assessment process for providing early help and intervention through Early Help
* Have a working knowledge of how the Hull Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
* Ensure that each member of staff has access to the child protection policy and procedures.
* Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
* Be able to keep detailed, accurate, secure written records of concerns and referrals.
* Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes.
* Understand the reporting requirements for FGM.
* Understand and support children to keep safe online.
* Encourage a culture of protecting children; listening to children and their wishes and feelings.

**Raise awareness**

The designated safeguarding lead will:

* Ensure that the child protection policies are shared, understood and used appropriately.
* Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
* Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
* Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
* Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

**Child Protection File**

* The Senior Leaders are responsible for ensuring that when a child leaves the school or college their ‘child protection’, ‘child in need’ file or ‘confidential’ file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
* DSL, Deputy DSL and safeguarding Officer ensure all concerns and incidents are reported, recorded, responded to.
* CPOMS is used to record incidents, cause for concerns, actions agreed and taken and agencies involved and named persons linked to the case
* CPOMS is used to record meetings: strategy, assessment, core, LAC reviews, TAFs, and social worker visits
* CPOMS is used to store reports received from other professionals, such as: CAMHS Assessments, CP Plan, LAC Reviews
* CPOMS is used to store internal information recorded such as: risk assessments, body map details of injury/bruising/marks
* CPOMs also records when there is an archived paper file or a paper file for a new start to allow for cross referencing
* CPOMS facilitate the safe and secure transfer of electronic records
* Safeguarding Office delivers paper files to receiving school or college – this is tracked/recorded
* DLS and safeguarding Officer liaise with receiving school or college to aid sharing of information

**Availability**  
During term time the Snr Designated Safeguarding Lead (Safeguarding Officer or a Deputy DSL)willalways be available (during school hours) for staff in the school to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place for any out of school hours’ activities in line with the guidance contained in DfE KCSiE 2021 and Annex B.

**Head teacher**

**The Head teacher of the school will ensure that:**

* The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
* The school,has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
* Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
* All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
* The Head teacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the Child Protection Policy; the Code of Conduct Policy*.*
* The Head teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities
* Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the head teacher or deputy will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2021). If the allegation is against the Head teacher, then the Chair of the Governing Bodywill manage the allegation – see below.

**Governing Body**

**The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school’s ethos and reflected in the school’s day to day safeguarding practices by:**

* Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
* Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local Hull SCB guidance and monitors the school’s compliance with them.
* Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare.
* Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 Part Four: ‘Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers’; ‘Working Together to Safeguard Children 2018’; and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018; including the additional clarification about GPDR and withholding information.
* Ensuring cooperation with the local authority and other safeguarding partners.
* Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
* Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One. In addition, Annex A is a condensed version of Part 1 can be an alternative option for staff who do not have direct contact working with children.
* Annex B KCSIE 2021 now details specific safeguarding issues CSE & CCE and Part 5 relating to Child on Child sexual violence and sexual harassment
* Ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
* Ensuring that the governing body understands it is collectively responsible for the school’s safeguarding arrangements, even though a governor will be nominated as the ‘Safeguarding Governor’ and person who will champion all safeguarding requirements’.
* All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school ‘critical friend’.
* The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
* The Governing body will collectively ensure there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken and refreshed in line with KCSiE 2021 and HSCB guidance.
* Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
* Ensuring that temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities
* Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
* Ensuring that arrangements/procedures are in place to manage ‘low level’ concerns (allegations and concerns about a staff member that after initial consideration by the ‘case manager’ do not meet the criteria for a referral to LADO).
* Ensuring a response if there is an allegation against the head teacherby liaising with the LADO or other appropriate officers within the local authority.
* Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
* Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
* Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
* Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
* Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
* Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
* Ensure at least one person on an interview panel has completed safer recruitment training.
* Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
* Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

**Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead:**

A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

* The Designated Safeguarding Lead will also have details of the child’s social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
* We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our schoolpastoral system.As a school*,* we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

**Care Leavers**

We recognise those children and young people who cease to be Looked After and become ‘care leavers’, should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person. Post 16 transition is supported in Year 11 through the Annual review process in the autumn term and they begin to meet their Connexions worker in summer term of Year 9, helping carers and young people identify appropriate options and post-16 routes which could be mainstream college, special school college placements which supports Independent Living.

**Identifying Concerns**

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [**What to do if you're worried a child is being abused**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**Some of the following signs might be indicators of abuse or neglect:**

* Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
* Children with clothes which are ill-fitting and/or dirty;
* Children with consistently poor hygiene;
* Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
* Children who don’t want to change clothes in front of others or participate in physical activities;
* Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
* Children who talk about being left home alone, with inappropriate carers or with strangers;
* Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
* Children who are regularly missing from school or education;
* Children who are reluctant to go home after school;
* Children with poor school attendance and punctuality, or who are consistently late being picked up;
* Parents who are dismissive and non-responsive to practitioners’ concerns;
* Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
* Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
* Children who drink alcohol regularly from an early age;
* Children who are concerned for younger siblings without explaining why;
* Children who talk about running away; and
* Children who shy away from being touched or flinch at sudden movements.
* Children with mental or physical health issues or needs.
* Children or young people with ‘carer responsibilities beyond their age or limitations’.

**The four categories of child abuse are as follows:**

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

**Physical Abuse:** a form of abuse which 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.

**Some of the Possible Indicators Could Include:**

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 a child’s developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Some of the Possible Indicators could include:**

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

**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.

**Some of the Possible Indicators Could Include:**

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Some of the Possible Indicators Could Include:**

May be recognised by:  Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

**Upskirting Definition:** Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**Contextualised Safeguarding**

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of schooland/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSL’s) will consider the context within which such incidents and or behaviours occur. We recognise this is known as ‘contextual safeguarding’ and will consider by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Our Staff use our SSSCPD site to access on-line training and face to face training from specialists to address areas of contextualised safeguarding, which includes:

* Child Sexual Exploitation – CSE.
* Radicalisation and Extremism.
* Criminal Child Exploitation – CCE.
* Serious Youth Violence - County Lines.
* Domestic Abuse Awareness
* Neuroscience of Attachment –specialist provider
* Trauma and Toxic Shame – specialist provider
* Foetal Alcohol Awareness - inset

**As a maintained special school our staff are alert to the potential needs for early help for a child who:**

* is disabled and has specific additional needs.
* has special educational needs (all our pupils have an EHCP)
* is a young carer.
* is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.
* is frequently missing/goes missing from care or from home.
* is misusing drugs or alcohol themselves.
* is at risk of exploitation, modern-day slavery, trafficking.
* is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
* has returned home to their family from care.
* is showing early signs of abuse and/or neglect.
* is at risk of being radicalised or exploited.
* has an age inappropriate understanding of sexualised behaviours.
* is privately fostered.

Each year training is audited to identify who needs refreshers and what is the next level of appropriate safeguarding training dependant on their role in school. Changes to any guidance are communicated to staff as described in working with others section. Support staff who have limited ICT or low literacy are supported with face to face training rather than on-line by their line manager. All our staff are aware they must always act in the ‘best interest of the child’ and report or refer concerns in accordance with ourschool policies and procedures.

**Taking action when concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. An immediate discussion should take place with the Snr Designated Safeguarding Lead or the Deputy DSL or Safeguarding Officer (in the absence of DSL/Deputy DSL) to agree a course of action.

If a child is in immediate danger or risk of harm a referral by phone call will be made immediately to EHASH if it is a new case, to avoid delay. This will then be followed up by filling in the referral form on the EHASH portal. If the case is already open to Children Social Care the social worker attached to the family or their team manger should be contacted immediately.

**Handling A Disclosure**

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

* The key facts will be established in language that the child understands, and the child’s words will be used in clarifying/expanding what has been said.
* No promises will be made to the child, e.g. to keep secrets.
* Staff will stay calm and be available to listen.
* Staff will actively listen with the utmost care to what the child is saying.
* Where questions are asked, this should be done without pressurising, and only using open questions;
* Leading questions should be avoided as much as possible
* Questioning should not be extensive or repetitive
* Staff will not put words in the child’s mouth but will subsequently note the main points carefully.
* A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child’s body language etc.
* It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
* Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
* The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
* Information should be shared with children’s social care without delay, either to the child’s own social worker or EHASH. Children’s Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
* The Police would only therefore be contacted directly in an emergency.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.**

**Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children’s social care. When a child is in immediate danger children’s social care/the police will be contacted.

The Head teacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Further guidance can be found by visiting Hull Safeguarding Children Partnership website: www.hullsafeguardingchildren.co.uk

**Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR’s) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within*:*

* New DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information.
* HM Working Together to Safeguard Children 2018 Para 23 to27 and on pages 20 and 21.
* HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.
* Hull Safeguarding Children Partnership (HSCP) Policy and Practice Guidance.

**Records and Monitoring**

Northcott uses CPOMs to record a safeguarding concern and report on actions taken and to keep reports and records up to date and secure. Reports from Social Care, Early Help, Police, CAMHS, Health and other services are uploaded to the system.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will show who has entered the information and which agencies are involved or who information has been shared with and why. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child’s person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. EHASH or the child’s social worker if already an open case to social care.

Pastoral staff will use Behaviour Watch (BW) to record low level Welfare Concerns (clothing, hygiene). Class teams in their pastoral role will record any minor concerns on BW and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced on CPOMs then an overview of the lower level concern should be recorded and Behaviour Watch welfare concerns uploaded to provide a chronology. This is particularly important for monitoring concerns around neglect. Welfare Logs on Behaviour Watch will allow staff to record and monitor day to day low level issues, enabling them to see the accumulation of lower level issues and report escalating patterns which indicate emerging cause for concern or safeguarding need.

**The main pupil file should have a red C in the top right-hand corner to denote a separate file exists**

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

**Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

**The Child Protection (CP), Child in Need (CiN) or Confidential file**

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child’s main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child’s welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a ‘concern’ for one child may not be a ‘concern’ for another and the child’s particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A ‘child protection’ or ‘confidential’ file should be commenced on CPOMS in the event of:

* A referral to EHASH/ Children’s Social Care.
* A number of minor concerns on the child’s main school file.
* Any child open to social care.

All ’child protection’ or ‘confidential’ file should contain:

* A front sheet on CPOMS – provides an overview of factual details relating to the child
* A chronology/timeline of incidents, actions taken, meeting dates.
* A record of concern in more detail and body map, where appropriate.
* A record of concerns and issues shared by others.

The school will keep electronic records of concerns about children even where there is no need to refer the matter to EHASH/Children’s Social Care immediately these records will be kept on CPOMS for monitoring or recorded in Behaviour Watch if of a lower level Welfare Concern.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead and Safeguarding Officer to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; scanned and uploaded to CPOMS. They may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The ‘confidential’ file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or open to Early Help and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the schoolwe will ensure their confidential/child protection file is transferred to the new *school or college* as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place.

There should be a smooth and safe transition for the child. Good dialogue between the Snr Designated Safeguarding Leads will be in place to ensure children subject to child protection and safeguarding concerns are well supported and any transition arrangements or change of school and or education provision should be seamless, along with the transfer of electronic or paper CP files.

**Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child.

* Welfare Log - low level concern where there is no risk of harm or cause for concern ( for example hygiene, clothing, low level issues with diet) recorded on Behaviour Watch
* Cause for concerns and safeguarding incidents & allegations are recorded on CPOMS
* CP, CIN, LAC meetings and visits from social worker/police are recorded on CPOMS
* Mental Health and Attendance support / interventions are cross referenced on to CPOMS

**Recording & Reporting Cause For Concern**

* Cause for Concern – report immediately DSL/Deputy DSL/Safeguarding Officer
* Cause for Concern – record on Behaviour Watch or use paper copy and share with or report directly to aforementioned
* Cause For Concern – will be followed up by DS/Deputy DSL/Safeguarding Officer and incident/actions recorded on CPOMS
* Use factual information regarding incident, concern or allegation, date, time, names
* Make clear distinction when an opinion is recorded within the entry
* Indicate clearly why judgement taken (consider prior information & contextual information)
* Record actions taken, names, dates, agency details
* Record who information has been shared with (parent/social worker/tutor)
* Record referral details – who to/date and upload referral form
* If no consent sought to make referral record why – what informed this judgement
* Record follow up action
* Alert head teacher/DSL/Safeguarding Officer

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. This will be logged on CPOMS which generates records of incidents and actions in chronological order. Over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an Team Around Family (TAF) should be undertaken, or whether a referral should be made to EHASH /Children’s Social Care. Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse. The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

**Educating Young People – Opportunities to teach safeguarding** (KCSiE 2020 paragraphs 93 to 95).

As a school we will to teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks. This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020. RSHE will be audited as part of PSHE review. RSHE training will be provided prior to new units being taught in 2020-2021. On-going support will be provided by PSHE lead to ensure confident delivery across all age groups, with regular monitoring in place to ensure appropriate programme of RHSE is delivered throughout a child’s time at the school.

**Keeping Young People Safe On-line**

As part of their on-going PSHE curriculum and ICT lessons pupils will learn how to keep safe on-line. Pupils and staff receive clear guidance regarding on-line safety through our Acceptable Use Policy. Local authority RM services provide firewalls and additional monitoring as needed. A child’s on-line activities at school are monitored by E-safe Forensic Monitoring. Children and parents are made aware of on-line safety in order to minimise the safeguarding risks technology can pose and where they can seek advice, help and support. Our website provides links to CEOP, and Thinkuknow and sign posts parents and carers to where they can access support to keep their child safe on-lien. In addition our twitter account and parent text alert system is regularly used to provide u to date advice and guidance on the latest trends and risks in gaming, on new apps and on emerging social media platforms.

**Support for parents and carers to keep their child safe on-line can be accessed through**:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - advice from national crime agency

[www.internetmatters.org](http://www.internetmatters.org) - support for parents and carers

<https://parentinfo.org> - support for parents and carers

[www.lgfl.net](http://www.lgfl.net) - support for parents and carers

[www.net-aware.org](http://www.net-aware.org) - support for parents and carers from NSPCC

**On-line learning at home is supported through Dojo and Showbie platforms which allows parental and teacher monitoring of content, contact and conduct.**

Pupils are taught on-line safety in their ICT and PSHE lessons to help them understand guidance and law around sharing and receiving inappropriate content, helping pupils to understand the need to keep personal details private and appropriate conduct on-line. In school we use a range of methods to help identify issues, intervene and escalate. Staff class monitor on-line use in lessons, E-safe Forensic Monitoring reports to senior leaders inappropriate activity in school by identifying searches, language used. Class staff regularly liaise with parents/carers regarding out of school on-line activity. Referrals are made to support personalised RSHE and on-line safety education for pupils who need more support around on-line safety, boundaries, puberty, due to their ability or escalating need.

Themed assemblies such as anti-bullying week and on-line safety week supplement the curriculum. Assemblies, pastoral staff regularly liaise with parents about out of school online incidents, and provide help and guidance on appropriateness of apps/gaming/on-line content. Safeguarding staff escalate concerns to Early Help for additional parental support when parents/carers supervision is effective and is placing a child at risk.

**Helplines and reporting**

* Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
* Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
* Families can access support Hull Domestic Abuse Partnership on 01482 318 759 and National Domestic Abuse line on 0808 2000 247
* Corona Virus Hull Helpline 01482 300307
* Family Information Service 01482 318 318

**Table Of Substantive Changes 2021 – 2022 to Previous Policy 202-2021**

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| **Section Of Policy** | **Changes** |
| **Introduction** | **Refers to:** KCSIE 2021, Sexual violence and sexual harassment between children in schools and colleges (DFE 2017) are incorporated into this policy. KCSIE 2021 has the addition of Annex A for staff who do not directly work with children. The whole policy now also refers to supply and contractors. |
| **Linking Policy & Guidance** | Now Includes:   * Sexual Offences Act (2003) * Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) * Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) * Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place). * Serious Violence Strategy 2018 * Sexual violence and sexual harassment between children in schools and colleges (DfE 2017) |
| **Designated Lead Training** | DSL knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments and attend training as necessary to complete the role). DSL needs to:   * Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children * Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes * Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers * Recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online   Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation (KCSIE Pg 133) |
| **Governor Responsibilities** | * KCSiE 2021 Part One has an alternative condensed version * Annex A is a condensed version of Part 1 can be an alternative option for staff who do not have direct contact working with children. * Annex B KCSIE 2021 now details specific safeguarding issues CSE & CCE and Part 5 relating to Child on Child sexual violence and sexual harassment |
| **Staff Responsibilities** | * Understand they have a mandatory duty to report issues related to Female Genital Mutilation |
| **DSL & Deputy DSL responsibilities** | * DSL’s and their deputies have a joint responsibility for reporting concerns related to safeguarding. |
| **Safer recruitment** | * The school follows the KCSIE 2021 regarding information relating to DBS checks (page 57) |