



# BRINSWORTH ACADEMY SAFEGUARDING POLICY

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|-------------------------|------------------------------------|
| Policy Author           | Trust Designated Safeguarding Lead |
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## LEAP MAT

### Brinsworth Safeguarding Policy incorporating Child Protection: Keeping Children Safe in Education

#### **Policy Consultation & Review**

The LEAP MAT has an overarching safeguarding policy incorporating child protection which each academy within the trust then builds upon to ensure locally agreed multi-agency safeguarding arrangements by the three safeguarding partners are implemented (as advised within Keeping Children Safe in Education (KCSE) 2020, paragraph 63).

Each school within the LEAP MAT uses an overarching LEAP policy but then personalises it and has their own bespoke policy on their individual website; copies are also available on request from the each school office. We also inform parents and carers about this policy when their children join each academy and through each academy's newsletter.

Within each academy, their bespoke policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and Behaviour Policy. In addition, all members of staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE, 2020 (KCSE) and are made aware of the role of the designated safeguarding team, as well as everyone's responsibility for monitoring attendance to help prevent children missing from education.

Our policy will be reviewed in full by the Board of Trustees on an annual basis.

The policy was updated September 2020 in light of new statutory guidance, Keeping Children Safe in Education 2020 and the latest government guidance linked to COVID-19 and safeguarding and school opening. It is anticipated that Annex 5 (policy addendum linked to COVID-19) in particular will be updated throughout the year as new guidance comes into effect or should there be a local/ national lockdown.

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## 1. PURPOSE & AIMS

- 1.1 The purpose of LEAP Multi-Academy Trust (Brinsworth Academy, Dinnington High School and Eckington School) safeguarding policy is to ensure every child who is a registered student at one of our Academies is safe and protected from harm. This means we will always work to:-
- Protect children and young people at our Academies from maltreatment
  - Prevent impairment of our children's **mental and physical** health or development
  - Ensure that children and young people at our Academies grow up in circumstances consistent with the provision of safe and effective care
  - Undertake that role so as to enable children and young people at our Academies to have the best outcomes.
- 1.2 This policy gives clear direction to staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students at our Academies.
- 1.3 Our Academies fully recognise the contribution they make to protect children from harm and supporting and promoting the welfare of all children who are registered students at our Academies. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.
- 1.4 This policy applies to all students, staff, parents/carers, Governors, Trustees, volunteers and visitors.
- 1.5 This policy recognises the COVID-19 safeguarding advice for schools as outlined in the addendum (Appendix 5); it makes particular reference to school re-opening and closures and it is this section of the policy that will more than likely be updated throughout the coming months in response to government guidance regarding future closures and blended – in school and home- learning).

### What is Abuse?

- 1.6 **All staff** should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. **All staff** should be aware that safeguarding **incidents and/or behaviours can be associated with factors outside the school or college** and/or can occur between children outside of these environments (contextual safeguarding).
- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect**. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. (See Appendix 2 for more detailed definitions)
  - All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse,

deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

- **Child sexual exploitation (CSE) and Child criminal exploitation (CCE)**  
KCSE makes particular reference to these 2 types of abuse and this emphasises the importance that ALL staff are aware of the signs and indicators of such abuse where an individual or group takes advantage of **an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity**. More information include definitions and indicators are included in Appendix 2.
- **Domestic abuse:** ALL staff need to be aware that domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Our school is part of Operation Encompass, where we receive alerts from the police where children have been present/live in the household where there has been an domestic abuse incident; staff of that child are alerted to monitor closely and report concerns to the safeguarding /pastoral teams so that we can best support the student (see section 6.5).

- Additional guidance on these three safeguarding issues as well as issues such as Honour Based Violence, Female Genital Mutilation, Forced Marriage Domestic Abuse, Peer on Peer abuse, Sexual Harassment and Violence, Upskirting, Child Criminal Exploitation, Children and Court System, Family Members in Prison, Preventing Radicalisation and peer on per abuse can be found in Appendix 3, which is taken from Part One of 'Keeping Children Safe in Education 2020 Annex A'. Information about the indicators of abuse is also found in Rotherham Local Safeguarding Children's Partnerships procedures <https://rotherhamscb.proceduresonline.com/>

### **Mental Health**

- The change in the safeguarding definition, KCSE (para 4) to include mental and physical health, clearly indicates the importance of being aware of the impact of mental health within safeguarding.
- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- However whilst, it should be noted that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, **staff are well placed to observe children day-to-day and identify those whose behaviour**

**suggests that they may be experiencing a mental health problem or be at risk of developing one.** Where staff have concerns, these should be passed on using our established safeguarding procedures.

- Where children have suffered abuse and neglect, or other potentially traumatic **adverse childhood experiences (ACEs)**, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education (see Appendix 2 for further information).
  - It is important to recognise that as we return to full school opening, we need to be particularly mindful of student and staff well-being – that people will react differently and we will need to support over time (see Appendix 5 for further information).
  - Staff should refer to the Staff Planner for a summary of signs and indications of abuse, with further details in KCSE paragraphs 19-40. Staff should be particularly aware of vulnerable groups of students including
    - Students with SEND\*
    - Students with mental health issues\*
    - Young carers
    - Students drawn into antisocial/criminal behaviour
    - Students who frequently go missing\*
    - Looked after children, returning from care, privately fostered, previously looked after\*
    - Students misusing drugs/alcohol
    - Students at risk of modern slavery, trafficking or exploitation, radicalisation
    - Students living in challenging family situations
    - Students showing early signs of abuse and/or neglect
- \*See section 5 for more details

### **Early Help and Support for Children In need**

- Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham/Sheffield to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. We will monitor and review cases and 'step up' should the child's situation not appear to be improving or is getting worse.

## **2. OUR ETHOS**

- 2.1 **Safeguarding and promoting the welfare of children is everyone's responsibility (KCSE para 2).** The child's welfare is of paramount importance. Our Academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our Academy will be able to talk freely to any member of staff if they are worried or concerned about something.
- 2.2 **Everyone who comes into contact with children and their families has a role to play in safeguarding children.** We recognise that all staff in our Academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an**

**attitude of 'it could happen here' where safeguarding is concerned.** The best interests of the child must be at the centre of everything we do.

- 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our curriculum lessons along with our morning guidance provision with form tutors play a significant role in raising awareness with students about how to stay safe, including e-safeguarding. We use outside agencies and theatre in education events to complement the work of staff around issues such as CSE/grooming, domestic violence and positive relationships.
- 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).  
Link:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

## 2.6 OPPORTUNITIES TO TEACH SAFEGUARDING

As part of our broad and balanced curriculum we believe that it is important to teach safeguarding, including online safety and use our Ethics curriculum for much of this along with our ICT based courses. Within the Ethics curriculum is included the statutory Relationships and Sex Education (RSE), Health Education as well as work around British Values and Careers preparation. (Please see Appendix 4 for further information around online safety).

**Online safety and remote teaching** – please refer to the safeguarding addendum (Appendix 5) for guidance about staff conduct and procedures for online learning and teaching. See also the LEAP Staff Code of Conduct.

## 3. ROLES AND RESPONSIBILITIES

| Role                                            | Name            | Contact details                    |
|-------------------------------------------------|-----------------|------------------------------------|
| Brinsworth Academy Designated Safeguarding Lead | Mrs A Birch     | abirch@brinsworth.rotherham.sch.uk |
| Named Safeguarding Trustee                      | Mrs K Bottomley | info@leap-mat.org.uk               |

- 3.1 It is the responsibility of **every** member of staff, volunteer and regular visitor to our Academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at

Brinsworth. This includes the responsibility to provide a safe environment in which students can learn.

### The Board of Trustees

3.2 The Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Trustee who champions safeguarding within the Multi-Academy Trust.

3.3 The Board of Trustees will ensure that:-

- The safeguarding policy is in place and is reviewed annually, is available publicly via our Academy website and has been written in line with Local Authority guidance and the requirements of Rotherham Local Safeguarding Partnership policies and procedures.
- Each Academy in this Trust contributes to inter-agency working in line with Working Together to Safeguard Children (2018). In Rotherham, a termly **DSL Forum** is a collective mechanism for engaging with the 3 safeguarding partners in the borough. The school regularly meets with the Early Help Locality manager as part of a wider safeguarding team to support students and families in our local area.
- Each Academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals via Rotherham multi-agency safeguarding hub (MASH) if they are concerned that an individual might be vulnerable to radicalisation (see Appendix A for further details on Preventing radicalisation, Prevent Duty and Channel and additional information about terrorism).
- Each Academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years (see Appendix 3 for further details on Honour based violence and FGM).
- A member of the senior leadership team in each Academy is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. **There will always be cover for this role.**
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping children safe in Education', the staff code of conduct and Behaviour Policy.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff, including supply staff (who although not directly employed by the school, the school will take a leading role in following through the allegations – KCSE para 56) and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2020) and also Rotherham's safeguarding procedures. (<https://rotherhamscb.proceduresonline.com>) Our safer recruitment procedures are outlined in the LEAP Trust Safer Recruitment procedures document.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Board of Trustees/Governors will receive a safeguarding report at each meeting. It will not identify individual students.

### **The Principal**

3.5 Within LEAP Multi-Academy Trust each Principal is responsible for:-

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

### **The Designated Safeguarding Lead**

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education*'. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL/DSL team at each Academy will ensure appropriate representation of the Academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely through the use of CPOMS.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the local Safeguarding Partnership.

- 3.10 The DSL (and DSL team) complete regular training in line with statutory guidance. In addition information is shared from local safeguarding forums as well as other safeguarding sources of support.
- 3.11 During term time, the designated safeguarding lead and/or a deputy are available (during school or college hours) for staff in the school to discuss any safeguarding concerns.

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

- 4.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. When new staff, Trustees, Governors, volunteers or regular visitors join our Academies they will be informed of the safeguarding arrangements in place. They will be given a copy/sent an electronic copy of our LEAP safeguarding policy along with the staff code of conduct, KCSE Part I and the Behaviour Policy and told who our Designated Safeguarding Lead/Safeguarding team are.
- 4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our Academy and the remit of the role of the Designated Safeguarding Lead.
- 4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with *'Keeping Children Safe in Education'* (2020) and advice from the local Safeguarding Partnership. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes annually completing online training (Hays L1 Safeguarding and child protection).
- 4.4 All regular visitors and volunteers to our Academies will be given a set of our safeguarding procedures; they will be informed of whom our DSL and DSL Team are and what the recording and reporting system is.
- 4.5 The DSL, the DSL team and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham Local Safeguarding Partnership at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.
- 4.6 Our Board of Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Academy. Training for Trustees to support them in their safeguarding role is available from Governor Development Service.
- 4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of *'Keeping Children Safe in Education'* (2020) provides links to guidance on specific safeguarding issues such as

Child Sexual Exploitation, Honour Based Violence, Children Missing from Education and Preventing Radicalisation, Peer on Peer abuse, Sexual Harassment and Violence, Homelessness, Courts System and Family Members in prison as well as other key areas. In addition, local guidance can be accessed via Rotherham Local Safeguarding Partnership website <http://www.rscb.org.uk/> The DSL will also provide regular safeguarding updates for staff.

## 5. PROCEDURES FOR MANAGING CONCERNS

- 5.1 LEAP Multi-Academy Trust adheres to child protection procedures that have been agreed locally through Rotherham's Local Safeguarding Partnership.
- 5.2 Every member of staff including volunteers working with students at our Academies are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
- 5.3 It is **not** the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. **All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.**
- 5.4 The DSL or DSL team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academy. **Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or member of DSL team.** In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff (See staff planner for simple chart "What to do").
- 5.5. If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral, but in situations where referrals are not made by the DSL or DSL Team, they should be informed as soon as possible afterwards that a referral has been made by someone else (see 5.10).
- 5.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMs.
- 5.7 Following receipt of any information raising concern, the DSL / DSL team will consider what action to take and seek advice from Rotherham Children's Social Care Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.8 All referrals will be made in line with Local Safeguarding partnership procedures.
- 5.9 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL; where necessary, we will consider following the local safeguarding board escalation procedures when working with external agencies to ensure better support for the child. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Rotherham Multi-

Agency Safeguarding Hub (MASH), or the police if:-

- the situation is an emergency and the designated senior person, Designated Safeguarding Team and the Principal/Vice Principal are all unavailable they are convinced that a direct report is the only way to ensure the student's safety (MASH 01709 336080)

- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures as outlined in this policy should raise their concerns with the Principal or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately at this point, he/she should contact the Safeguarding Children's Unit directly with their concerns.
- 5.12 If staff members have concerns about another staff member then this should be referred to the Principal/Vice Principal/Chief Executive. Where there are concerns about the Principal/Vice Principal/Trust staff this should be referred to the Chief Executive. If concerns are about the Chief Executive this should be referred to the Chair of Trustees. Staff should also refer to our Whistleblowing Policy

#### **Children Missing from Education (CME)**

- 5.13 Staff must be aware that children going missing, particularly repeatedly, may be a sign of a range of safeguarding possibilities including abuse (including bullying) and neglect, and/or criminal which may include sexual and/or criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM) or forced marriage.
- 5.14 Registers are taken at the start of each session and also during each lesson to track/monitor attendance daily. Early intervention is necessary to try to identify underlying issues and help prevent further missing episodes.
- 5.15 When absence is unexplained, our attendance team will endeavour to contact families from first day of absence to ascertain reasons for absence. We always ask for at least 2 emergency contacts.
- 5.16 We will closely monitor attendance patterns to try to pinpoint any specific issues. We work with Early Help Attendance leads to support good school attendance. Where we have serious concerns, both Children's Social Care and/or Police will be notified immediately. Within school we have a list of key vulnerable students whose attendance is always checked early each morning as a priority.
- 5.17 Positive working relationships are key to building trust between home and school to promote the importance of attendance. We also work closely with the Local Authority's Children Missing from Education Team (see Attendance Policy).

#### **Children potentially at greater risk of harm**

- 5.18 All staff should be aware that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. As such they may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker and this will be recorded on CPOMs to enable the DSL and pastoral teams to act in the best interests of the child's safety, welfare and educational outcomes.

Where a child has a social worker, this will help inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

#### **Children requiring mental health support**

- 5.19 Schools and colleges have an important role to play in supporting the mental health and wellbeing of students. We have a graduated response in school and should student require support beyond tutors and heads of year, referrals can be made to our Achievement Support team for in-house support. We are also a Trailblazer school and students can be referred to the "With Me in Mind" workers. For the most complex cases referrals are made to CAMHS. The DSL team and Achievement Support leads will use safeguarding meetings to monitor and review students who require support with their mental health. We also have information on our website for both students and parents.

#### **Looked after children and previously looked after children**

- 5.20 The most common reason for children becoming looked after is as a result of abuse and/or neglect. School should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her along with details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Our designated teacher for looked after children is Mrs H Cook, Director of SEND.

A **previously looked after child** potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

#### **Children with special educational needs (SEN) and disabilities**

- 5.21 These students can face additional safeguarding challenges and it should be noted that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:-
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - being more prone to peer group isolation than other children;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.

To address these additional challenges many students have lead workers who get to know the student well and our Director of SEND is part of the DSL team.

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

- 6.1 If staff are concerned about the welfare or safety of any child at their Academy they will record their concern on CPOMs which records a date and time as well as the author

(see staff planner for further details). **Any immediate concerns should be passed to the DSL / DSL team without delay.**

- 6.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Most of our records are kept electronically via a secure service, CPOMS which is security protected.
- 6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on CPOMS.
- 6.4 When a student leaves the Academy, the DSL will make contact with the DSL at the new Academy and will ensure that the child protection file is forwarded to the receiving Academy in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving Academy and/or evidence of recorded delivery.
- 6.5 We are part of the Operation Encompass. This is a unique early intervention safeguarding partnership enabling support for children and young people who may have experienced or are affected by domestic abuse. Operation Encompass will ensure that incidents of Domestic Abuse where police have attended are shared with schools, not just those where an offence can be identified. The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours.

**The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.** (KCSE 2020, paragraph 84: *“safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk”*).

## **7. WORKING WITH PARENTS & CARERS**

- 7.1 LEAP Multi–Academy Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 7.2 When new students join our Academies, parents/carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on each Academy website. Parents/carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant Multi-agency safeguarding hub.
- 7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect

parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

- 7.4 We will seek to share with parents/carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL/DSL team making a referral to the Multi-agency safeguarding hub in those circumstances where it is appropriate to do so.
- 7.5 In order to keep children safe and provide appropriate care for them, the Academy requires parents/carers to provide accurate and up to date information regarding:-
- Full names and contact details of all adults with whom the child normally lives
  - Full names and contact details of all persons with parental responsibility (if different from above)
  - Emergency contact details (if different from above); we require at least two emergency contacts
  - Full details of any other adult authorised by the parent to collect the child from Academy (if different from the above).
- 7.6 The Academy will retain this information on the student file. The Academy will only share information about students with adults who have parental responsibility for a student or where a parent/carer has given permission and the Academy has been supplied with the adult's full details in writing (see point 6.4 and 7.4 for further details).

## **8. CHILD PROTECTION CONFERENCES AND OTHER MEETINGS**

- 8.1 Following a Strategy Meeting, Social Care may convene a Child Protection conference and undertake a child protection enquiry under Section 47 of the Children Act if the child is judged to be at risk of significant harm.
- 8.2 A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 8.3 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the Academy in respect of individual children. Usually the person representing the Academy at these meetings will be in the DSL team and/or pastoral team. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 8.4 All reports for child protection conferences will be prepared in advance using the guidance and the template provided using the Signs of Safety format. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at Academy. In order to complete such reports, all relevant information will be sought from staff working with the child in Academy.
- 8.5 Clearly child protection conferences can be upsetting for parents/carers. We recognise that we are likely to have more contact with parents/carers than other professionals involved. We will work in an open and honest way with any parent/carer whose child has been referred to Children's Services or whose child is subject to a child protection

plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers.

8.6 In addition to Child Protection Conferences, staff may be asked to participate in Child in Need meetings (section 17, Children Act) and contribute to such assessments.

8.7 There will also be a number of other meetings, such as team around the family (TAF) meetings which may involve a range of agencies, such as Early Help, CAMHS, school nursing etc., which staff are expected to contribute to best support a student's best interests.

## 9. SAFER RECRUITMENT – see LEAP Safer Recruitment Procedures for further details

9.1 We will ensure that at least one member of any interviewing panel has completed appropriate safer recruitment training. At all times the Principal/Chief Executive and Board of Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of "*Keeping Children Safe in Education*, DfE, (2020)".

9.2 Our post adverts/information packs state our commitment to safeguarding and all applications are via our standard application form that requires: employment history including reasons for leaving a post with dates, states that we will only accept references completed on our reference request forms and that no open references/testimonials or family references will be accepted and requires the candidate to declare convictions, and confirm the information they have given is correct and that they are not barred from working with children. In addition, we will check references for candidates and verify those for the successful candidate.

9.3 We will always obtain references from the candidate's current employer. Within LEAP MAT Academies as part of the interview process, **candidates will have** a separate safeguarding interview led by someone who has been safer recruitment trained; this feedback informs the main interview where any concerns can be followed up prior to the final decision making.

9.4 Within LEAP MAT we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will also verify a candidate's mental and physical fitness to carry out their work responsibilities.

9.5 Each Academy will keep its own Single Central Record. We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:-

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check [for management positions including Trustees, Governors, Senior Leadership Team (SLT) and Heads of Department and Heads of Year]

- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

9.6 This record is monitored and checked every term by the Principal/Trustee responsible for safeguarding and the DSL and signed off if accurate. Any issues that have been identified will be handled as a matter of urgency.

9.7 All staff are reminded that their relationships and associations in school and at home (including online) may have an implication for safeguarding students. **All staff have a duty to inform the Academy if there is a change in circumstance which may lead to possible disqualification from working with children.**

#### **Supply Staff**

9.8 If using supply agencies, we will always obtain written confirmation that the agency has carried out the relevant checks and obtained the appropriate certificates. On the single Central Record we will note the date written confirmation is received and whether enhanced DBS check has been provided.

School should ensure allegations about supply staff are dealt with properly and that we work with the agency to follow our safeguarding procedures; we will discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy to another part of the school whilst we carry out an investigation; the agency should be fully involved and cooperate in enquiries from the LADO, police and /or social services. (KCSE 2020 para 214-217)

9.9 Keeping Children Safe in Education (2020): part three – safe recruitment is the key basis for all our employment procedures and checks.

9.10 Where we use **Alternative Provision**, we will obtain written confirmation that the provider has completed the appropriate safeguarding checks on all staff working at the establishment.

9.11 If students participate in work experience, the Academy will ensure that the placement provider has policies and procedures in place to protect children from harm.

9.12 Barred list checks by the DBS might be required on some people who supervise a child under 16. The Academy will consider the circumstances of the placement, particularly whether the person providing the supervision/training is:-

- Unsupervised themselves and
- Providing the supervision/training frequently (more than 3 days in 30 day period/overnight)

- and if this is the case, then it is likely that this is regulated activity, so the person providing the supervision/training must not be a barred person.

9.13 The Academy is NOT able to request an enhanced DBS with barred list check for staff supervising students aged 16 or 17 on work experience.

9.14 If the work experience takes place in a setting which allows for contact with children and the student on work experience is 16 years old or more, the provider should consider whether a DBS enhanced check should be requested for that student.

### **Children Staying with Host Families (eg, foreign exchange visit/sports tour)**

#### **UK Host Families**

- 9.15 The adults will be in regulated activity and the Academy would be the regulated activity provider. As such, we commit a criminal offence, if we know, or have reason to believe, an individual is barred by the DBS from engaging in regulated activity, but we allow that individual to carry out any form of regulated activity.
- 9.16 The Academy will obtain a DBS enhanced certificate with barred list information to help assess the appropriateness of whether the adult would be a suitable host for a child.

#### **Host Families Abroad**

- 9.17 The Academy will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements for the visit. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the student. Parents will be made aware of agreed arrangements and students will be given staff contact details should and there be an emergency/or they have any worries during the visit.

#### **Private Fostering**

- 9.18 Where the Academy becomes aware of a possible private fostering arrangement (child under 16, [under 18 if disabled] is provided with care and accommodation by a person who is not a parent, person with parental responsibility, or a relative in their own home for more than 28 days), we will notify Children's Social Care.

### **10. SAFER WORKING PRACTICE**

- 10.1 All adults who come into contact with our students have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our students are competent, confident and safe to do so.
- 10.2 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people. **(See Use of reasonable force policy)**
- 10.3 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. In addition, some staff in our Academy will be trained in Team Teach methods and a list of those who have been trained will be kept by the Principal.
- 10.4 Visitors, volunteers or parent helpers must sign in at reception and receive a visitors' badge. This must be worn and be visible at all times. Where visitors, volunteers etc. are working with children alone (ie, in regulated activity) they must have a valid DBS (enhanced DBS with barred list check) and, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in Academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. Visitors without a valid DBS must be accompanied at all times within the Academy.

- 10.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the LEAP Staff Code of Conduct.
- 10.6 'Safer working practices for adults who work with children and young people' (Safer Recruitment Consortium, May 2019, and Addendum April 2020). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action (See LEAP Staff Code of Conduct).
- 10.7 **All volunteers must be risk assessed** prior to starting to determine whether an enhanced DBS is needed for a volunteer NOT engaging in regulated activity (KCSE 2020, p183-188) Details of risk assessment will be recorded (see Volunteers Policy including request form and risk assessment as outlined in the LEAP Safer Recruitment Procedures document).
- 10.8 Contractors in regulated activity will all have enhanced DBS (with barred list check) whilst other contractors who are not supervising students, but have opportunity for regular contact with students will have an enhanced DBS (not including barred list information). All other contractors are supervised at all times.

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

- 11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the students at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We aim to deal with allegations in a fair and consistent way that effectively protects the student and at same time supports the member of staff/adult who is subject to allegation.

### **We will follow our LADO procedures if a member of staff, supply teacher or volunteer has:**

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

- 11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in the local authority's Rotherham's *Local Safeguarding Partnership's Child Protection Procedures*, of the statutory guidance '*Keeping Children Safe in Education*', DfE (2020) para 218-236, are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children. The

LADO can be contacted on (01709 336080 – inform the MASH team that it is a potential LADO incident). Duty LADO 01709 823914, 822690 or 822390

- 11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal/DSL immediately. Should an allegation be made against the Chief Executive/Principal/Trust staff, this will be reported to the Chair of Trustees. In the event that the Chief Executive Principal/Principal or Chair of Trustees is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal/Vice Principal or the Vice Chair of Trustees.
- 11.5 The Chief Executive/Principal or Chair of Trustees will **seek advice from the LADO within one working day**. No member of staff or the Board of Trustees will undertake further investigations before receiving advice from the LADO.
- 11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Chief Executive/Principal/Vice Principal or Chair of Trustees should contact the LADO directly on 01709 334186 or ask for the LADO advisor in MASH
- 11.7 The Academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left or they are suspended. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.  
<https://rotherhamsccb.proceduresonline.com>
- 11.8 A summary of managing allegations about staff is included in the staff planner for easy reference.

## **12. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT**

- 12.1 Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Decisions need to be made on a case by case basis with the DSL (DSL Team) taking a leading role, supported by partnership agencies such as Children's Social Care and Police.
- 12.2 All victims need to be reassured that they are taken seriously, will be supported and kept safe. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and others involved).
- 12.3 Staff should follow our general safeguarding guidelines for handling a disclosure:-
- Reassure, notably
  - Not promising confidentiality
  - Listening carefully, not asking leading questions
  - Recording the facts as presented
  - Notify DSL Team immediately

- Where online allegation, staff follow the searching and screening policy and do NOT view the image
- Have 2 members of staff present where possible

12.4 In the case of sexual violence, DSL/DSL Team will make an immediate risk and needs assessment (sexual harassment the need for a risk assessment considered on case by case basis) to consider:-

- Victim, especially their protection, and support alleged perpetrator
- All the other students (and if appropriate adults/staff)

- These assessments will be recorded and kept under review.

12.5 The DSL/DSL Team will work closely with Children's Social Care and other specialist services.

#### **Action Following a Report of Sexual Violence/Sexual Harassment**

12.6 Staff need to consider:-

- Wishes of victim to help give them as much control as is reasonably possible
- Nature of alleged incident and whether crime may have been committed
- Age of students and developmental stage of those involved
- The power balance between the students
- If the alleged incident is one off or part of a pattern of abuse
- Ongoing risks to victim, other students or adults
- Other contextual safeguarding concerns beyond school

#### Sharing a Classroom

12.7 Any report of sexual violence, is likely to be traumatic for the victim. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and Police, the alleged perpetrator should be removed from any classes they share with the victim.

12.8 We will consider how best to keep victim and alleged perpetrator a reasonable distance apart on the Academy premises and transport to/from school each day. These actions are in the interests of BOTH children and should not be seen as judgmental.

12.9 In other cases of sexual harassment, the wishes of the victim, the nature of the allegations and the protection of children in school will be important when considering any immediate actions.

#### Managing Reports

12.10 Reports will be managed on a case by case basis and generally with advice from appropriate agencies.

12.11 There are 4 key possible scenarios:-

a) Manage internally

It is considered for a possible one off incident to handle the incident internally in line with Behaviour and Anti-bullying policies to reinforce sexual harassment/violence is never acceptable

b) Early Help

Following from the above, there is no requirement for statutory interventions again, however, the Academy believes support from Early Help would be beneficial to prevent any escalation of such behaviours

c) Referral to Children's Social Care

Where a child is harmed, is at risk of harm or is in immediate danger, we will make a referral to MASH. We will work closely with Social Care to protect the students involved and not jeopardise a statutory investigation.

d) Referral to Police

Referral to Police should be done in parallel with a referral to Children's Social Care as outlined at (c) above.

12.12 Risk assessments will remain in place and under review throughout a criminal investigation/progression through criminal justice system to protect the victim, alleged perpetrator and other students. The Academy will work with the Police to ensure any actions the Academy takes do not jeopardise the Police investigation.

12.13 If a child is convicted or receives a caution for a sexual offence, the Academy will update risk assessments to protect all students and if it has not already done so, consider suitable action in light of behaviour policy, including permanent exclusion.

12.14 If the perpetrator remains in school, clear expectations of behaviour will be outlined along with any restrictions the Academy thinks are reasonable and proportionate with regard to the perpetrator's timetable.

12.15 The Academy will work to ensure that both the victim and perpetrator are protected, particularly from bullying.

12.16 Where there is a 'no further action' or not guilty verdict, the Academy will continue to support the victim and alleged perpetrator.

Supporting the Victim

12.17 Throughout this whole process, the needs and wishes of the victim are paramount (along with protecting them) in any response. Our overall priority is to make the victim's daily experience as normal as possible, so that the Academy is a safe space for them. However, it is through close working with the victim that a suitable support mechanism is put in place and this is reviewed regularly.

12.18 Where there is a **criminal investigation** into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The Academy also needs to consider how best to keep the victim and alleged perpetrator a reasonable distance apart on the Academy premises and transport to/from school. This is in the best interests of both students and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Supporting the Alleged Perpetrator

12.19 This is a difficult balancing act to safeguard the victim (and wider student body) and provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

12.20 In our actions we will consider the age and developmental stage of the alleged perpetrator, along with the proportionality of our response. Advice will be taken as appropriate from Children's Social Care, Police and other specialist services.

### **13. RELEVANT POLICIES**

13.1 To underpin the values and ethos of our Academy and our intent to ensure that students at our Academy are appropriately safeguarded the following policies are also included under our safeguarding umbrella:-

- LEAP Staff Code of Conduct
- LEAP Anti-Bullying
- LEAP Behaviour Policy
- LEAP Use of force to control or restrain students
- LEAP Attendance
- LEAP e-Safeguarding
- LEAP Health and Safety including site security
- LEAP Equality Strategy
- LEAP Meeting the Needs of Students with Medical Conditions
- LEAP Educational Visits
- LEAP Whistleblowing policy

### **14. STATUTORY FRAMEWORK**

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

- *'Working Together to Safeguard Children* DfE (2018)
- *'Keeping Children Safe in Education'*, DfE (2020)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (May 2019, Safer Recruitment Consortium, Addendum April 2020)  
<https://rotherhamscb.proceduresonline.com>

## Appendix 1:

### Making a Referral to Children's Social Care

A telephone referral should be made in the following circumstances to the Multi-agency safeguarding hub (MASH) (01709 336080) followed up by completing a Multi-Agency Referral Form (Worried about a Child form)

[https://www.rotherham.gov.uk/info/200814/children\\_and\\_families/1351/worried\\_about\\_a\\_child](https://www.rotherham.gov.uk/info/200814/children_and_families/1351/worried_about_a_child)

- A child or young person makes a clear allegation of abuse
- A child has been abandoned
- Further concerns have arisen in relation to an open case to Children's Social Care
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**
- A child sustains an injury and there is professional concern about how it was caused
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**
- A member of the public makes an allegation that someone has abused a child
- Professional concern exists about abuse or neglect, despite no allegation being made
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**)
- A child is being denied access to urgent or important **Medical Assessment** or services
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**)

- A child is at risk of being subjected to illegal procedures, for example:-
  - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**
  - **Safeguarding Children and Young People from Forced Marriage Procedure**
  - **Safeguarding Children and Young People from Honour Based Violence Procedure**
  - There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**)
- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse**
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure.**

For information about thresholds, see **Multi-Agency Threshold Descriptors.**

**Please note this list is not exhaustive.**

#### **Useful Contact numbers and e-mail addresses/websites:-**

Rotherham safeguarding hub – 01709 336080

Rotherham duty LADO 01709 334186

[https://www.rotherham.gov.uk/info/200814/children\\_and\\_families/1351/worried\\_about\\_a\\_child](https://www.rotherham.gov.uk/info/200814/children_and_families/1351/worried_about_a_child)

Sheffield safeguarding hub 0114 2734855

<https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care>

#### **National Helplines/Websites:**

NSPCC Confidential helpline – 0800 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline – 0800 1111

## Appendix 2: Categories of Abuse and Neglect and other safeguarding issues

This information is taken from KCSE 2020: Part one – for ALL staff

### Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

20. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

21. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Indicators of abuse and neglect

22. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

23. **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.

24. **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 overprotection and limitation of exploration and learning, or preventing the child from 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.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

**26. 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, for example, 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 child.

### **Safeguarding issues**

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

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

**28.** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

### **Peer on peer abuse**

**29. All staff** should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

### **Serious violence**

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

32. **All staff** should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### **Female Genital Mutilation**

33. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

12 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

### **Mental Health**

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

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans

## **Appendix 3: Further Information on Specific Concerns (Annexe A KCSE 2020)**

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child Criminal Exploitation (CCE)**

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

### **Homelessness**

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>104</sup> that requires a different approach (see following section).

#### **FGM**

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

#### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>105</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Forced marriage**

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Preventing radicalisation**

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

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

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

### **The Prevent Duty**

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".<sup>110</sup>

This duty is known as the Prevent duty.

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

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

### **Additional support**

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals

### **Peer on peer/ child on child abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

### **Sexual violence and sexual harassment between children in schools and colleges**

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>111</sup> as described below:

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

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

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

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

#### **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity,

and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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

### **Upskirting**

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

### **The response to a report of sexual violence or sexual harassment**

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support – see KCSE 2020 Annexe A – electronic version has many links to additional sources of information and support

## **Appendix 4: Online safety**

**(from KCSE 2020, Annex C, pages 102-104)**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

### **Education**

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 93-95. Resources that could support schools and colleges can be found on the electronic version of KCSE 2020 page102

### **Protecting children**

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

### **Reviewing online safety**

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

### **Education at home**

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

See Appendix 5 for details around home/remote learning.

### **Staff training**

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 89) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 93), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

**LEAP BA: COVID-19 – School Closure Safeguarding Arrangements:  
updated January 2021**

This section deals with specific advice and guidance around Coronavirus (COVID 19) safeguarding in schools and covers both school reopening for September 2020 and procedures for closures.

Further guidance can be found at:

<https://www.gov.uk/coronavirus/education-and-childcare>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

**This is an addendum to our LEAP Safeguarding policy, which is still our fundamental guidance.**

**During this partial school closure:**

A number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

**1. Working with the Local Authority and school opening for critical worker / vulnerable children**

The LA is responsible for social care. Social workers and the Virtual School continue to work with our most vulnerable

- students who are Looked After (LAC),
- have Child Protection Plans (CP)
- Child in Need Plans (CIN)
- students plus those who have an Education, Health and Care Plan (EHCP)

We will offer places to these students as well as those we view to be particularly vulnerable as outlined in DFE guidance and any others who have experienced family crisis or severe mental health issues over the past few weeks.

These children all have the opportunity to attend school along with the children of critical workers.

**2. Attendance**

**January 2021 Lockdown and partial school closure:** we will complete the daily Education Setting Status form via the DFE online portal as well as any LA required forms.

- **Attendance of vulnerable students:** school will continue to keep attendance records as directed by DFE and share data as required with both the DFE and LA. Social workers

(and VS for LAC students) need to be notified when a child is absent from school to ensure appropriate follow up.

- All students in the above vulnerable categories are expected to attend school, where it is safe to do so (see DFE information about clinically vulnerable, risk assessing those with EHCP) – school will continue to work with parents and agencies to encourage attendance/inform on non-attendance.
- Where vulnerable students are not in school, then safe and well calls will continue as below.
- **Safeguarding – safe and well calls home by safeguarding, pastoral and attendance teams**

All the vulnerable category students as well as those who have an EHCP are on our safe and well calling list. In addition, those we deem “vulnerable” are also on the list. Over time, HoY and the safeguarding teams are adding students to this list, which is shared in Onedrive.

1. Calls will be **twice weekly** for most students on the list, **daily** for CP students and those we believe to be very vulnerable and **weekly** for others.
2. **Calling home** - use either SIMs or the safe and well calling contact spreadsheet in ONEDRIVE
3. If using your own phone- you MUST hide/withhold your number.
4. Explain that this is a safe and well call and ask how the child is, any concerns. If child is there – ask to speak to them to check how they are, how are they coping, do they have any concerns etc
5. **Concerns:** If parents/child have concerns – we follow our usual procedures to reassure and signpost to support. Support information attached, also on website safeguarding page and student planners. Advise parents to contact social care if real concerns.
6. **If you have safeguarding concerns** – again follow our usual procedures, inform DSL/DSL team and contact MASH where you believe a child is/maybe at risk of serious harm

Rotherham MASH – 01709 336080. Sheffield MASH– 0114 2734855

7. **Record keeping**
  - a) Log calls on CPOMs via the school system or directly at <https://brinsworth.cpoms.net>) using the **Closure safe & well call** category and noting date/time of call, who you spoke to and a summary of conversation & any actions. Alert safeguarding team and HOY as usual to your CPOMs entry.
  - b) Safe and well calling spreadsheet: record daily contact made in the correct column

| Outcome of call                     | Code to be used |
|-------------------------------------|-----------------|
| Yes, spoke to parent                | YP              |
| Yes, spoke to child                 | YC              |
| Yes, spoke to both parent and child | YPC             |
| Voicemail                           | Voicemail       |
| Unable to leave voicemail/contact   | No contact      |
| In school                           | In school       |

- c) Contact social worker/early help worker when contact made (& VS for LAC students) to help them co-ordinate their contact arrangements.

### 3. **What staff and volunteers should do if they have any concerns about a child**

It remains that case that if anyone in a school or college has a safeguarding concern about any child they should continue to **act immediately**.

**School is open/partially open:** If you are in school, then normal safeguarding procedures should be followed.

There will be a member of the safeguarding team\* on site each day or a member of SLT - so they are on hand to deal with issues arising for both students in school and working from home.

#### **School is closed/out of hours**

**All staff should react immediately if they have concerns about a child** – logged on CPOMs and **safeguarding team and HoY team alerted** (see page 4 staff planner for details about logging into CPOMs either directly <https://brinsworth.cpoms.net> or via school links).

**Concerns about imminent danger/risk of serious harm:** if you are unable to immediately contact a member of the safeguarding team, then contact the safeguarding hub yourself:

Rotherham – 01709 336080

Sheffield – 0114 2734855

Please then record your actions on CPOMs.

In the event of school closure we will email/give students advice sheets about keeping safe, they will also be reminded to check their planners (pages 10-12). Information is also on the safeguarding page of the website

**DSL team\***- it is vital that we continue to safeguard our students and our DSL team is either in school on a rota, or working from home:

A Birch, M Weller, H Hardisty, C Trueman, H Cook, E Ward and D Barthorpe

On CPOMs - safeguarding team alerts go to the whole team. ALWAYS ensure that you include the safeguarding team in any CPOMs alerts as well as emails. The safeguarding phone is: **(07809724084)**

4. **Safer recruitment:** during this partial school closure we will respond to any new government advice, but use this plan as a basis of our process:

- Application process remains the same until the interview stage: virtual interviews replacing face to face interviews.
- It is important that all staff and volunteers are checked carefully as outlined in the LEAP safeguarding policy to ensure the requirements of Keeping Children safe in Education are implemented. However, the DFE have made the following temporary changes (March 2020 – we would update procedures in light of new guidance should schools be closed again) to the DBS standard and enhanced ID checking guidance:
  - ID documents to be viewed over video link
  - scanned images to be used in advance of the DBS check being submitted
  - the applicant will be required to present the original versions of these documents when they first attend their employment or volunteering role (we would await new government confirmation of this process and amend our procedure accordingly)

- Checking the right to work – (see latest Home Office guidance regarding checks) to see if they can be carried out over video calls, whether job applicants and existing workers can send scanned documents or a photo of documents for checks using email or a mobile app, rather than sending originals.
5. Should we move to a **school hub** situation for staff– then this section will be updated.
6. Any **volunteers** would still be subject to the agreed LEAP Volunteers procedures.

### 7. **Online safety – remote teaching and learning**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk and respond appropriately as outlined above.

In order to maintain proper safeguarding of students and staff, it is imperative that the following guidance is adhered to. Live lessons, should follow our agreed protocols and only those with permission should be allowed to join live lessons.

**The first duty of staff is to ensure the safety of our students.** The provision of both live and video lessons must not compromise this.

**Staff are expected to plan and provide online learning during closure;** DFE guidance states that this should include both live and recorded lessons. As a broad principle during live lessons, **behave, and expect your students to behave, in this online space just as you and they would in school.** We have a duty to safeguard students when working online and all concerns should be reported as outlined above. The staff code of conduct and acceptable use policy are to be followed at all times.

1. **Showmyhomework** - should be the main learning platform for students and method for staff to communicate with students and set work.
2. **Email** - staff should only communicate with students via work email to a student's school email account. Staff PERSONAL accounts should NOT be used, nor should staff email a student's personal account.
3. **Asynchronous (anytime) video – recorded lessons**
  - a. There are advantages to recording video (or audio) rather than engaging in live video or audio sessions. You have a lot more control over the final presented form/content, and can take your time to get things how you want them. Students can watch or listen to this content in their own time, and at their own pace - it's easy to wind back or fast forward if needed.
  - b. Such recordings must only be made and broadcast via school based systems ie SMHW.
  - c. Key safeguarding principles need to be adhered to as described above when conducting a live lesson or recording a lesson. You need to be professional at all times: dressed appropriately, suitable background (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc)
  - d. Make sure that your LM is aware of the recording (they should check it prior to it being shared) which should be uploaded to a Sharepoint library for reference.

e. Further guidance can be in the LEAP Remote Teaching and Safeguarding Guidance: [https://leapmat-my.sharepoint.com/:w:/g/personal/mark\\_hardisty\\_leap-mat\\_org\\_uk/EbyF6ZV2EtJlJc5Ybu-539UB5s9-jsltbZTR3lgCp8uueQ?e=lfW0nx](https://leapmat-my.sharepoint.com/:w:/g/personal/mark_hardisty_leap-mat_org_uk/EbyF6ZV2EtJlJc5Ybu-539UB5s9-jsltbZTR3lgCp8uueQ?e=lfW0nx) . There is also guidance and tips shared via the school home page.

f. Be aware that students might still take screenshots, run audio recorders or run their own screen-recorders during these sessions, even if instructed not to. In a classroom context this invasion of privacy would be blatant and swiftly dealt with, but you are unlikely to notice if this happens online.

#### 4. **Live lessons** -

Hosting a livestream means any situation where the school instigates, publishes and is responsible for streaming online content. This includes livestreaming lessons, assemblies and announcements.

a. Prior to any session, we need to ensure that all parents have given permission. The consent form outlines expectations as described here:

*Parental responsibility to ensure that NAME'S access to live lessons must be in an appropriate space in the home (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc). This is a precaution as student cameras are to be switched off as part of MS Teams settings*

*Parents/carers understand that access to live lessons may be withdrawn if NAME does not comply with these conditions and if NAME in any way makes inappropriate use of lesson or video content.*

Permissions are collected centrally, linked to SIMs and the MS Teams class groups for you.

b. **BEFORE** you begin planning a live session, you must read the LEAP Remote Teaching and Safeguarding Guidance document: [https://leapmat-my.sharepoint.com/:w:/g/personal/mark\\_hardisty\\_leap-mat\\_org\\_uk/EbyF6ZV2EtJlJc5Ybu-539UB5s9-jsltbZTR3lgCp8uueQ?e=lfW0nx](https://leapmat-my.sharepoint.com/:w:/g/personal/mark_hardisty_leap-mat_org_uk/EbyF6ZV2EtJlJc5Ybu-539UB5s9-jsltbZTR3lgCp8uueQ?e=lfW0nx) as well as other guidance on the school homepage.

c. The first duty of staff is to ensure the safety of students and as such 2 staff should be present or the lesson recorded and at least 2 students present.

#### **Live streaming must not be 1-to-1.**

There are a few exceptional circumstances, as agreed with the Principal (eg SEND bespoke work, KS5 tutoring) and where there is a **written agreement with parents** and possibly external agencies (eg consultant), outlining the circumstances of 1-to-1 tuition. In these circumstances, the agreed LEAP protocol must be followed.

If a live session (eg small group session) is planned and only one student attends, then the session can go ahead (as with all sessions, it is recorded) but the member of staff should notify their line manager at the end of the session to keep a record of this being a one to one session; the relevant HOY /SPL should also be notified.

d. Live lessons/meetings **must be via Microsoft Teams**.

e. Staff **MUST** be familiar with the privacy settings prior to using the streaming platform (see point b above)

f. Staff must ensure that students are not able to communicate with each other after the staff have left the session – staff are the administrators and must ensure all students have left the session before they do ( eg to **stop students rejoining a Teams call without the teacher there**, you must click **END MEETING** not the 'LEAVE' button).

g. Live sessions, should be planned and kept to an appropriate length (ie usual lesson length as a maximum, but shorter input may be more effective with time for students to apply their learning to a task and then a possible plenary session). They should be in your usual lesson slot to avoid conflict with other subjects. BUT, staff need to consider whether all students in the class can access (eg some sharing resources) at that time and whether a pre-recorded session may be best, with a short follow up live session to check understanding etc.

h. Keep a record of the session (date/times/ register of who is involved, who left early and the time they left).

i. Recordings are saved to Microsoft Teams and to Microsoft Streams. Students must be informed that the session is being **recorded at the START of the meeting**

j. You need to be professional at all times: dressed appropriately, suitable background (not a bedroom; background not showing family photos; no background features to reveal home address or compromise family personal details / data; etc)

k. **Student cameras should be OFF.** Staff control mute/unmute to suit the teaching style/content. Students should be directed to use the “chat” facility and the “hands up” function. There is a student guide to support expectations.

k. Schools should ensure that staff using this technology to deliver lessons have access to their line manager and/or SLT colleagues in the event of a concern being raised.

l. Schools have the right, via staff, to withdraw access to live lessons if a student does not comply with the conditions of access and if a student in any way makes inappropriate use of lesson or video content. It maybe that a student’s online behaviour becomes disruptive, distracting or otherwise inappropriate and they are asked them to leave the shared space. If this happens, staff you follow school procedures to inform HOY and parents of this concern; appropriate records should be kept of this follow up action.

5. ICT support will provide assistance with uploading of content or access to live broadcasting, where required. They will also provide staff with guidance on recording, voice overs, etc, to help staff who wish to use this method of lesson delivery.

- Staff should remind students that-  
*Online safety is our number one priority. This live lesson is provided to help with your learning. If you have any concerns regarding online safety, report them to a family member, teacher or other adult.*

6. **Mental health and well-being** – we are very conscious that these are unprecedented times and as such will affect children and adults in different ways. For students and staff, we have lost our usual support mechanisms in school and it may be a while before these are fully re-established. We have signposted our

students to various sources of advice and support – these were emailed to students, shown on social media and are on the website. We continue to use social media to send messages and advice to students and parents.

Before a year group returns, we will be asking families to update us on any changes regarding welfare, health and well-being, to help us to support students appropriately. We recognise that a period lockdown and a return to school and the routines of school based learning, will be a significant challenge to some students.

Staff are encouraged to create social support groups online and we have put in place weekly check-ins via our line management pyramid to support colleagues. Weekly ebriefings are also in place to support staff and keep them informed of developments. Senior leaders are available via the SLT email, ensuring staff always have access to support. As we return to wider school re-opening, we will communicate the planning and create opportunities for staff to ask questions and visit the site prior to returning to classes resuming on a wider scale.

7. **Peer on peer abuse** – given that students are operating online now, be mindful of any reports of online abuse. If these come to your attention – please report to HOY and safeguarding team.

Updated January 2021