

Child Protection and Safeguarding Policy

This policy must be read in conjunction with:

1. Mossbourne Federation Code of Conduct for Teaching and Support Staff
2. Keeping Children Safe in Education 2020 Part 1 (Appendix 1)
3. Mossbourne Federation Whistle Blowing Policy
4. Your Academy's Behaviour Policy
5. Your Academy's Visiting Speakers Policy
6. Your Academy's Attendance Policy (if not included the Behaviour Policy)
7. Mossbourne Federation COVID-19 Risk Assessment (available and updated on each academy's website)

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Written by	Matthew Toothe	Ratified by the Trustees	January 2021
Completed	September 2020	Next Review Date	August 2021

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1. Introduction

Everyone in the Mossbourne Federation who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Mossbourne Federation staff form part of the wider safeguarding system for children. The Mossbourne Federation will work with the three safeguarding partners (the local authority (social care), the police, clinical commissioning groups (health services)) and other services to promote the welfare of children and protect them from harm.

This policy applies to all adults, including volunteers, working in or on behalf of the Mossbourne Federation and provides information about the actions the Federation expects from all staff members. It will be updated annually and known to everyone working in the Federation and the governing bodies. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education 2020 (KCSIE 2020), Working Together to Safeguard Children 2018 and London Child Protection Procedures (5th Edition).

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2. The Mossbourne Federation's Commitment to Safeguarding

The Mossbourne Federation is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable children to have the best outcomes.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

As schools we recognise that:

- some children may be especially vulnerable to abuse, including but not limited to, those missing education, or have a social worker. or have a SEN or disability;
- children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- children can be both victims and perpetrators of abuse;
- children who harm others may have been maltreated themselves;
- allegations can be made against staff, however careful and safe our recruitment practices.

Everyone working in the Mossbourne Federation shares an objective to help keep children and young people safe by:

- providing a safe environment for children and young people to learn and develop in our academies;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our academies;
- maintaining a culture of vigilance and an attitude of 'It could happen here'.

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3. Our Approach to Safeguarding Children

3.1 Information about Safeguarding for Pupils

As part of providing a broad and balanced curriculum, including through personal, social, health and economic (PSHE) education lessons, and mandatory Relationships Education and Relationships and Sex Education, pupils are taught to recognise when they are at risk and how to get help when they need it. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner outside of the school setting.

All pupils know there are Designated Safeguarding Leads (DSLs) in their academy responsible for their safety and welfare. They know who they are and that they have a right to speak to these members of staff. There is a display in each academy identifying the DSLs and pupils are made aware of this. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. Pupils will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

3.2 Partnership with Parents

Federation schools share a purpose with parents and carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and 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 protect a child.

Federation schools will, in most circumstances, endeavour to discuss all concerns with parents and carers about their children. However, there may be exceptional circumstances when the schools will discuss concerns with social care and/or the police without parental knowledge (in accordance with the London Child Protection Procedures). Federation schools will aim to maintain a positive relationship with all parents and carers. The Mossbourne Federation's Child Protection and Safeguarding Policy is available on request and via each Academy's website.

3.3 Partnerships with Others

The Mossbourne Federation recognises that it is essential to establish positive and effective working relationships with all relevant external agencies but especially our local safeguarding partnerships (the local authority, police, and clinical commissioning groups). There is a joint responsibility on all relevant agencies to share information to ensure the safeguarding of all children. The Mossbourne Federation will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a coordinated offer of early help when additional needs of children are identified and allowing access to the three safeguarding partners where appropriate. DSLs will contribute to inter-agency plans to provide additional support to children subject to child protection plans and to Section 17 and Section 47 assessments.

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3.4 Identifying children who may have been significantly harmed

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff must read and follow the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2020) – Part One: Safeguarding information for all staff' (Appendix 1). It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one label. In most cases, multiple issues will overlap with one another. Safeguarding incidents and/or behaviours can be associated with factors outside the school and all staff, but especially DSLs, should assess the risks and issues in the wider community (contextual safeguarding) when considering the well-being and safety of pupils, acknowledging that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms.

All staff should be aware of the indicators of abuse and neglect and if they are unsure, they should speak to a DSL.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is any 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.

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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

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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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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.

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, 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 and clothing, 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);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

3.5 Taking action to ensure that children are safe at school and home

All concerns regarding the welfare of pupils must be recorded using the ‘Mossbourne Federation Initial Concern Referral Record’ (Appendix 2) and passed to a DSL prior to any discussion with parents.

3.5.1 What all staff must report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm;

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- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a child / young person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Any concerns that relate to any of the safeguarding areas covered in Section 8 of this policy.

3.5.2 Managing disclosures

Disclosures or information that a child has been harmed may be received from pupils, parents or other members of the public. Federation schools recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. All staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- not promise secrecy;
- clarify the information without asking leading or probing questions;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- try not to express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the child or young person that they have a responsibility to refer the information to a DSL;
- reassure and support the child or young person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the child will be involved as appropriate;
- after the disclosure consider the child's social sphere and settings beyond school;
- after the disclosure, make a written record of what the child has said using the Mossbourne Federation Initial Concern Referral Record (Appendix 2) and pass it to a DSL;
- follow up any verbal conversations held with a DSL in writing using the Federation Initial Concern Referral Record (Appendix 2);
- inform the most senior member of staff on site of the disclosure/concern if no DSL is available/responds.

3.5.3 Actions by a Designated Safeguarding Lead (DSL)

Following any information raising concern a DSL will:

- confirm receipt of the Mossbourne Federation Initial Concern Referral Record;
- consider the child's wishes and feelings, but not promise confidentiality;
- consider any urgent medical needs of the child;
- consider any contextual safeguarding that may be relevant;

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- make an immediate referral to social care if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- consult with social care if they are uncertain whether or not a referral is required;
- decide if further monitoring is necessary and agree how this will be undertaken;
- decide if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral or pass information to other services;
- where the DSL is different from the SDSL, keep them informed of the concern and its outcome;
- record all information and actions taken, including the reasons for any decisions made, on the child's 'Child Protection File'.

3.5.4 Actions following a child protection referral to social care

A DSL will:

- maintain contact with the relevant agency/s and assigned person/s;
- contribute to any Strategy Discussion and Strategy Meeting that takes place;
- provide a report for and/or attend and contribute to any 'Initial' and/or 'Review Child Protection Conference';
- provide a report for and/or attend and contribute to any Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meetings for any child subject to a Child in Need Plan;
- where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

3.5.5 Dealing with disagreements and escalation of concerns

Effective 'working together' depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child.

Disagreements can arise in a number of areas, but are most likely to arise around: levels of need; roles and responsibilities; the need for action; progressing plans; and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals.

A DSL will:

- Keep the SDSL of their academy informed;
- Contact the line manager in Children's Social Care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;

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- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;

If the above does not resolve the concern then the SDSL will:

- Use the relevant social care escalation policy usually the CHCSB Policy;
- Inform the Principal of their academy that they are using a social care escalation policy;
- Inform the Mossbourne Federation's SDSL that they are using a social care escalation policy;

3.6 Use of Reasonable Force to Safeguard

All staff recognise that there may be circumstances when they may need to make physical contact or use reasonable force to safeguard children, for example guiding a young child to safety by the arm when crossing a road or breaking up a fight. Reasonable means 'using no more force than is needed'. The decision as to whether or not to make physical contact with a child or use reasonable force to safeguard a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When making physical contact or using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions staff should consider the additional vulnerability of these groups. The Federation aims to minimise the number of incidents that require the use of reasonable force by planning for positive and proactive behaviour support in its schools. For all other matters pertaining to the use of reasonable force staff should familiarise themselves with the policy of the Academy in which they primarily work.

3.7 Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by a federation school, the Mossbourne Federation's Child Protection and Safeguarding Policy and procedures apply. If other organisations provide services or activities on a federation school site without our staff present we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with each academy's Risk Assessment protocol.

3.8 Online Safety

The Mossbourne Federation recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, the use of technology has become a significant component of many safeguarding issues including Child Sexual Exploitation and Radicalisation. We know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails,

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to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our Behaviour Policies and anti-bullying procedures regardless of whether it takes place on an academy site. 'E-safety' is covered both as part of PSHE and in other parts of the curriculum.

Mobile phones, chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are **not allowed to access in any federation school**. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

Online safety can be categorised into three areas of risk:

- *content*: being exposed to illegal, inappropriate or harmful material e.g. pornography or fake news;
- *contact*: being subjected to harmful online interaction with other users e.g. adults posing as children;
- *conduct*: personal online behaviour that increases the likelihood of, or causes, harm e.g. sending explicit images or online bullying.

SDSLs, relevant Senior Leaders and PSHE Leads have familiarised themselves with the DfE guidance ['Teaching online safety in school'](#) which outlines how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.

The Mossbourne Federation is doing what it reasonably can to limit our pupils' exposure to online risks through the schools' IT systems. We have appropriate filters and monitoring systems in place to prevent children being exposed to illegal, inappropriate or harmful materials or being subjected to harmful online interaction with other users.

The Mossbourne Federation is doing what it reasonably can to keep our pupils safe when they are accessing 'online learning' whilst out-of-school (education at home) by having full regard for the DfE's guidance ['Safeguarding and Remote Education'](#). Full details can be found in the 'Online Safety and Remote Education' section of Appendix 12.

3.9 Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we:

- seek their consent (where appropriate) for photographs to be taken or published;
- seek parental consent;

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- ensure pupils are appropriately dressed;
- only use school equipment to store images of children;

3.10 Safeguarding Children at greater risk of abuse

We recognise that some groups are more vulnerable than others and for this reason and staff should familiarise themselves with and be mindful of these groups at all times in relation to child protection and safeguarding.

3.10.1 Safeguarding Children with SEND

All staff will recognise that there are additional safeguarding challenges for children with SEN and disabilities including:

- Higher risk of peer group isolation;
- Disproportionate impact of bullying;
- Difficulties with communication;
- Assumptions that indicators of possible abuse such as behaviour, mood, and injury may relate to their SEN or disability without further exploration

With the above in mind Federation schools ensure that children on the SEND Register receive a greater availability of mentoring and support. It is essential that staff never make assumptions that indicators of possible abuse relate to a child's SEN or disability and should always complete an Initial Concern Referral Record if they are concerned.

3.10.2 Safeguarding 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 but not limited to: poverty; stigma; isolation; and poor mental health. As such, should a staff member become aware that a pupil has a parent or close family member in prison, they should report this to a DSL through the normal procedures. DSLs will refer to the guidance from the National Information Centre on Children of Offenders (NICCO) to mitigate the negative consequences for those children.

3.10.3 Safeguarding Children involved in the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, crimes they are accused of, or for crimes they have witnessed. Children are also sometimes involved in the family courts e.g. when child arrangements are being made. This can be stressful for children. As such, should a staff member become aware that a pupil is involved in the court system, they should report this to a DSL through the normal procedures.

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3.10.4 Safeguarding Children with a Social Worker

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers in relation to attendance, learning, behaviour and mental health. Every academy in the Mossbourne Federation has a team of DSLs who take these needs into account when making plans to support pupils who have a social worker. Should staff become aware that a child has a social worker they must not presume that a DSL is already aware of this and should report this to a DSL through the normal procedures.

3.10.5 Safeguarding Looked After Children (LAC) and Previously Looked After Children (PLAC)

We recognise that the most common reason for children becoming looked after is as a result of abuse and/or neglect. LAC and, potentially, PLAC remain vulnerable and can face educational barriers in relation to attendance, learning, behaviour and mental health. When dealing with LAC and PLAC we recognise that it is important that all agencies work together and prompt action is taken when necessary to safeguard this particularly vulnerable group. To this end every academy has a Designated Teacher who works with the local authorities to promote the well-being and educational achievement of this group. The Designated Teacher (and the SDSL where different) has full regard for the statutory guidance on [The Role and Responsibilities of the Designated Teacher](#). Should staff become aware that a child is a LAC or PLAC they must not presume that the academy in which they work is already aware of this and should report this to a DSL through the normal procedures.

3.10.6 Safeguarding Children who are Homeless or at Risk of Becoming Homeless

We recognise that being homeless or being at risk of becoming homeless presents a real risk to a pupil's welfare. As such, should a staff member become aware that a pupil is homeless or at risk becoming homeless, they should report this to a DSL through the normal procedures. In most cases DSLs will be considering homelessness in the context of children who live with their families; it is also recognised for Years 11-13 this may not be the case and so DSLs are best placed to ensure referrals are made based on the child's circumstances.

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4. Providing a safe and supportive environment

4.1 Safer Recruitment and Selection

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2020) – Part Three: Safer Recruitment' including the addition that Section 128 checks also apply to departmental heads and governors. We also acknowledge that 'Disqualification by Association 2018' now only applies in domestic settings and not schools. Relevant people include, anyone working with children of reception age or younger, and children between five and eight years old in an out of school setting e.g. breakfast clubs or afterschool care, this includes managers who are responsible for the staff that directly supervise the children. All relevant staff are required to complete the 'Federation Early Years Disqualification Disclaimer Form' (appendix 6).

We ensure that all appropriate measures are applied in relation to everyone who works in a Mossbourne Academy and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS) and additional checks for individuals who have lived or worked outside the UK. Each academy within the Mossbourne Federation keeps an up to date Single Central Record.

4.2 Safe Practice

The Mossbourne Federation adopts safe working practices for the protection of students and staff. These are detailed in the Mossbourne Federation Code of Conduct for Teaching and Support Staff that all staff must read, understand and agree to comply with. Staff must also note that if there are any changes to their relationships and associations (including online) which may have an implication for the safeguarding of children then they must inform the Federation of these.

4.2.1 Identification

All staff must have their Staff Photo Identification on their person at all times when on the site of a Mossbourne academy. When they are working in a Mossbourne academy, other than the one they usually work in, this photo identification must be worn using the green coloured lanyard with 'staff' written on it. It is for individual Principal's to decide if their staff must always wear the staff lanyard.

Visitors to a Mossbourne academy who are DBS 'cleared' must wear the orange 'visitor' lanyard at all times when on site, indicating that they are not an employee of the Mossbourne Federation but that they may walk freely around the site without supervision.

Visitors to a Mossbourne academy who do not have DBS 'clearance' must wear the red 'visitor' lanyard at all times when on site, indicating that they not an employee of the Mossbourne Federation and **must** be supervised at all times by a staff member. If a visitor wearing the red

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lanyard does not appear to be supervised then staff must approach the visitor and enquire who they are with etc.

The coloured lanyard system is a visual guide to aide in the identification of potential intruders but is not to be fully relied upon. Staff should always remain vigilant and challenge any adult they do not recognise, especially if their behaviours cause concern, regardless of the colour of their lanyard.

4.3 Training and Staff Induction

The Mossbourne Federation's DSLs and Governors with designated responsibility for safeguarding have undertaken the child protection training for Designated Safeguarding Leads. They will undertake the refresher training for Designated Safeguarding Leads at two yearly intervals and the SDSL will undertake Prevent awareness training. In addition, all DSLs will update their knowledge and skills at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

All other federation staff, including non-teaching staff, will undertake mandatory appropriate safeguarding/child protection training at induction to enable them to carry out their responsibilities for safeguarding effectively. This mandatory training will include: the Child Protection and Safeguarding Policy; the Staff Code of Conduct; the Behaviour Policy; Children Missing Education; the role of the SDSL and DSLs. They will then receive regular safeguarding and child protection updates as required but at least annually.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the Mossbourne Federation's Child Protection and Safeguarding Policy and informed of the safeguarding arrangements for the academy in which they are working, on induction.

4.4 Visiting Speakers' Procedure

Under the Prevent Duty schools are expected to have clear guidance on the management of visiting speakers.

"Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. (Prevent Duty Guidance in England and Wales HM Government July 2015)

Each academy operates its own 'Visiting Speakers Procedure' which staff must refer and adhere to. The Mossbourne Federation's approach to equality is based on seven key principles (Appendix 3).

4.5 Educational Visits

All staff who wish to run a visit/trip must have undergone training from the Educational Visits Co-ordinator at the Academy in which they work. Staff should refer to Educational Visits Policy of the Academy in which they work for further information. All staff should be aware that if children are

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staying with parents from overseas as part of an exchange they need to have an enhanced DBS check.

4.6 Support, advice and guidance for staff

All staff are aware that should they need advice or guidance in relation to a safeguarding or child protection matter they must speak with a DSL. If staff need personal support following a child protection or safeguarding matter DSLs will be able to assist or know how to signpost staff appropriately.

DSLs are aware that should they need support they can receive this from a fellow DSL or the SDSL at either their academy or another Mossbourne academy. SDSLs are aware that should they need support they can receive this from the Mossbourne Federation's SDSL or the Principal of their Academy. If they are the Principal of their academy they can also seek support from the Mossbourne Federation's CEO.

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5. Confidentiality and Child Protection Files

The Mossbourne Federation operates with regard to 'Information Sharing: Advice for practitioners providing safeguarding services'. All DSLs must read and understand this guidance. In addition, the Mossbourne Federation has full regard for the 'General Data Protection Regulation 2018', and the 'Data Protection Act 2018'. Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration and indeed KCSIE 2020 paragraph 85 says *'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.'*, this includes allowing practitioners to share information without consent in certain circumstances.

DSLs will ensure:

- information is shared where a child is or may be at risk of significant harm;
- pupils' and/or parents' confidentiality is respected;
- that any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

In order to keep children safe and provide appropriate care for them, each academy requires and requests from parents and carers accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- name and contact details of GP;
- any other factors which may impact on the safety and welfare of the child.

All child protection documentation is collated and securely stored by DSLs in a 'Child Protection' file, separate from the child's main school file, only accessible to the DSLs of that academy, the Principal of that academy, the Mossbourne Federation's SDSL, and the CEO. DSLs maintain a 'Safeguarding Register' that identifies which pupils have child protection files. These records will be transferred to any school the pupil moves to, clearly marked for the attention of the DSL. Electronic notes will be archived. If Mossbourne Community Academy or Mossbourne Victoria Park Academy are the last school that a child attends then they will adhere to current guidance from the Data Commissioner regarding safe retention and destruction of the child protection file. We will seek advice from our lawyers in respect of forwarding child protection files abroad.

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6. Roles and Responsibilities

6.1 Governing Bodies

Governing bodies will ensure that:

- each academy has a child protection and safeguarding policy and procedures in place that are in accordance with statutory guidance;
- the policy is made available to parents on request and via our website;
- each academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- a senior member of the school's leadership team at each academy is designated to take lead responsibility for safeguarding;
- there is a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the CEO;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- policies and procedures for child protection and safeguarding are reviewed annually.

6.2 Principals

Principals will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the SDSL and DSLs to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings e.g. Child Protection Conferences and Core Group meetings;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Whistle Blowing Policy;
- all pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they have completed Safer Recruitment training;
- the procedure for managing allegations against staff is known to staff;
- they operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- that anyone who has harmed or may pose a risk to a child is referred to the DBS;
- a senior manager is appointed to deal with allegations against staff in their absence;

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- they obtain a written statement, from any alternative provision in which children are placed, that confirms the alternative provision has completed all the vetting and bring checks that are necessary on their staff.

6.3 Senior Designated Safeguarding Leads (SDSLs) and Designated Safeguarding Leads (DSLs)

DSLs will:

- recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- have knowledge of relevant escalation policies, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals;
- act as a source of support, advice and expertise within each academy;
- keep detailed, accurate and secure written records;
- obtain access to resources and attend any relevant or refresher training courses every two years;
- be aware of children who have a social worker.

In addition, SDSLs will:

- liaise with the Principal (and where appropriate the CEO) to inform them of any issues and ongoing investigations and ensure in their absence there is always cover for the role;
- ensure that all staff have access to and understand the Mossbourne Federation's Child Protection and Safeguarding policy;
- ensure that all staff have induction training;
- help promote educational outcomes by sharing relevant information about the welfare, safeguarding and child protection issues for a student and/or cohort with all staff and/or individual teachers and/or the Senior Leadership Team;
- where a child leaves the establishment, ensure the child protection file is transferred to the new institution in a timely manner and separately from the main pupil file, as well as ensure any relevant external agencies working with the child are informed;
- liaise with the Mossbourne Federation's Senior Designated Safeguarding Lead to ensure the child protection and safeguarding policy is updated and reviewed annually and the Governing Body has been consulted on this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- consult with the Mossbourne Federation's Senior Designated Safeguarding Lead prior to making any changes to their academy's child protection and safeguarding procedures or practices;
- ensure parents are made aware of the child protection and safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.

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6.4 All staff and volunteers

All staff and volunteers must:

- fully comply with the Mossbourne Federation Child Protection and Safeguarding Policy and all safeguarding procedures;
- attend appropriate training;
- always complete the Mossbourne Federation Initial Concern Referral Record to inform a DSL of any child protection or safeguarding concern about a child.

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7. Allegations and Concerns

7.1 Allegations regarding person(s) working in or on behalf of the Mossbourne Federation (including volunteers)

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2020) – Part Four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers'.

The same principles as in the rest of this document will apply. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All staff will maintain a culture of vigilance based on the notion that 'it could happen here'.

Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the Mossbourne Federation Code of Conduct for Teaching and Support Staff. Staff will be encouraged to use the Whistle Blowing Policy for their academy if they have concerns regarding the conduct or behaviour of a colleague and they feel that the matter has not been addressed appropriately by the school.

All staff must inform the Principal immediately if they believe another adult, including governors, volunteers, supply teachers, and agency staff, working in a federation academy 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 would pose a risk of harm to children;
- behaved or may have behaved in a way, including outside of school, that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff/volunteers could take but is not limited to the following forms:

- Physical - for example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional -for example intimidation, belittling, scapegoating, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- Sexual - for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect -for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

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If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal of the relevant academy should be informed immediately or in the Principal's absence the member of staff deputising for them. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation themselves or interview pupils.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- if the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
- if it is not clear whether the actions of the member of staff raise child protection concerns, the Principal must immediately seek advice from the Local Authority Designated Officer
- if the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- if the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
- After any allegations of abuse have been made the Principal should be aware that there are a range of specified outcomes: substantiated; malicious; false; unsubstantiated; unfounded.

Where an allegation has been made against a Principal, then the CEO takes on the role of liaising with the LADO team in determining the appropriate way forward. Where an allegation has been made against the CEO then the Chair of the Central Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures refer to the City and Hackney Safeguarding Children's Board.

7.2 Concerns about safeguarding practices within a specific academy or the Mossbourne Federation

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime and know that they will be taken seriously by the senior leadership team. Staff and volunteers should familiarise themselves with the whistleblowing procedures.

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Where a staff member feels unable to raise an issue about safeguarding practice/s with the SDSL in their academy, and it is not an allegation against a member of staff, they may raise this with the Mossbourne Federation's SDSL and/or the Mossbourne Federation's CEO.

Where a staff member feels unable to raise an issue internally or feels that their genuine concerns are not being addressed they should be aware of the following:

- advice on Whistleblowing www.gov.uk/whistleblowing;
- the NSPCC's helpline 0800 028 0285 which is available as an alternative route.

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8. Further Information on Specific Safeguarding Areas

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Further information on some of the specific safeguarding areas that are relevant to children in the Mossbourne Federation can be found in this section. All staff who work directly with children should also read Annex A of KCSIE 2020 (also found in Appendix 1 of this policy).

8.1 Children Missing Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as vital warning sign of a range of safeguarding possibilities including CSE and CCE. CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. As such early intervention is vital and staff will monitor pupils' attendance through the daily registers and refer all cases of concern. We will always follow up with parents/carers when children are not at school and as such The Federation insists that it has at least two emergency contacts, including telephone numbers, for each child.

In response to KCSIE 2020 each academy:

1. Has staff who understand what to do when children do not attend regularly;
2. Has appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
3. Has staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
4. Has procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded;
5. Ensures that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
6. Makes sure when a pupil leaves the school, that the name of the pupil's new school and their expected start date are recorded.

In addition, all academies will refer any concerns about CME to the Education Attendance Service (EAS) and Children's Social Care. School Leaders will act in accordance with 'Children missing education', Statutory guidance for local authorities, September 2016 and recognise that Hackney

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Learning Trust (HLT) is responsible for the delivery of CME (Children Missing Education) duties defined by the Education Act Amendments.

8.2. Serious Violent Crime

All staff should be aware of the associated risks of being a victim or perpetrator of serious violent crime and the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include but are not limited to:

- increased absence;
- a change in relationships particularly with older individuals;
- a significant decline in performance;
- self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions.

Should staff become aware of an incident involving serious violent crime they must report it to a DSL immediately as they would any safeguarding concern. DSLs will familiarise themselves with the Home Office's '[Preventing youth violence and gang involvement](#)'.

8.2.1 Child Criminal Exploitation (CCE)

Child Criminal Exploitation 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.

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. Should staff become aware of an incident involving CCE they must report it to a DSL immediately as they would any safeguarding concern.

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8.2.1.1 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 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.

The key to identifying potential involvement in ‘county lines’ are missing episodes. Like other forms of abuse and exploitation, county lines exploitation can affect any child under the age of 18 or vulnerable adult over the age of 18, and can still be exploitation even if the activity appears consensual. County line exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Should staff become aware of an incident involving County Lines they must report it to a DSL immediately as they would any safeguarding concern. DSLs will familiarise themselves with the Home Office’s [‘Criminal exploitation of children and vulnerable adults: county lines’](#) guidance. If a federation academy becomes concerned that a child is being criminally exploited we will follow the procedures set out in this document and where appropriate make a referral to the National Referral Mechanism (national crime agency human-trafficking).

8.2.1.2 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include: acquisition of money, clothes, mobile phones, etc. without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school, college or work; leaving home/care without explanation and persistently going missing or returning late; excessive receipt of texts/phone calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age/sexually transmitted infections; evidence of/suspicions of physical or sexual assault; relationships

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with controlling or significantly older individuals or groups; multiple callers (unknown adults or peers); frequenting areas known for sex work; concerning use of internet or other social media; increasing secretiveness around behaviours; and self-harm or significant changes in emotional well-being.

Potential vulnerabilities include (although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues): having a prior experience of neglect, physical and/or sexual abuse; lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example); recent bereavement or loss; social isolation or social difficulties; absence of a safe environment to explore sexuality; economic vulnerability; homelessness or insecure accommodation status; connections with other children and young people who are being sexually exploited; family members or other connections involved in adult sex work; having a physical or learning disability; being in care (particularly those in residential care and those with interrupted care histories); and sexual identity.

Should staff become aware of an incident involving CSE they must report it to a DSL immediately as they would any safeguarding concern. If a federation academy becomes concerned that a child is being sexually exploited we will follow the procedures set out in this document and make reference to the guidance provided by both CHSCB and 'Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)'.

8.3 Domestic Abuse

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.

Should staff become aware of an incident involving domestic abuse they must report it to a DSL immediately as they would any safeguarding concern. The federation has signed up to Operation Encompass which helps police and schools work together to provide emotional and practical help to children. DSLs ensure they are familiar with the additional advice in relation to Domestic Abuse in Annex A of KCSIE 2020, including the National Domestic Abuse Helpline run by Refuge - 0808 2000 247.

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8.4 So called 'Honour-based' abuse

So-called 'honour-based' violence (HBA) includes all incidents or crimes which have been committed to protect/defend the honour of the family/community. These include but are not limited to FGM, forced marriage, and breast ironing. HBA often involves a wider network of family or community pressure and so 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.

Should staff become aware of an incident involving HBA they must report it to a DSL immediately as they would any safeguarding concern. If a federation academy becomes concerned that a child is at risk of HBA or may have suffered from HBA then we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

8.4.1 Female Genital Mutilation

Female Genital Mutilation (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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. Risk factors for FGM include (but are not limited to): low level of integration into UK society; mother or a sister who has undergone FGM; girls who are withdrawn from PSHE or RSE (where they would learn about FGM); visiting female elder from the country of origin; being taken on a long holiday to the country of origin; talk about a 'special' procedure to become a woman. FGM may be likely if parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays). Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include (but are not limited to): difficulty walking, sitting or standing and may even look uncomfortable; spending longer than normal in the bathroom or toilet due to difficulties urinating; spending long periods of time away from a classroom during the day with bladder or menstrual problems; frequent urinary, menstrual or stomach problems; prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return; reluctance to undergo normal medical examinations; confiding in a professional without being explicit about the problem due to embarrassment or fear; talking about pain or discomfort between her legs.

Should staff become aware of an incident of FGM they must report it to a DSL immediately as they would any safeguarding concern. In addition, where a **teacher** discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual

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to report it to the police. 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 social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, 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. The duty does not apply in relation to at risk or suspected cases.

8.4.2 Forced Marriage

Forced marriage is a crime and defined as a marriage entered into with the full 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 psychological. We recognise that as educators we can play an important role in safeguarding children from forced marriage.

Should staff become concerned about a child and forced marriage they must report it to a DSL immediately as they would any safeguarding concern. DSLs know to contact the Forced Marriage Unit if they need advice or support and will refer to the relevant multi-agency guidelines.

8.5 Preventing Radicalisation and Extremism (Prevent Duty)

As part of the Counter Terrorism and Security Act 2015, The Mossbourne Federation will fulfil the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

There are three specific objectives to the Government Prevent strategy:

- Respond to the ideological challenge of terrorism and the threat the UK faces from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Mossbourne staff should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;

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- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. Each academy also has a robust 'Visiting Speakers' procedures.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, federation schools will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Should staff become aware of an incident involving radicalisation or extremism they must report it to a DSL immediately as they would any safeguarding concern. If a federation school is concerned about a pupil we will follow the procedures set out in this document, make reference to the guidance provided by CHSCB, and where appropriate make a referral to the Channel programme.

8.6 Peer on Peer Abuse

The Mossbourne Federation recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Peer on peer abuse can take many forms including but not limited to cyberbullying; sexual violence and sexual harassment; sexting and initiation type rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

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We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under each academy's Behaviour Policy. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

We recognise that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

We will support victims of peer on peer abuse by reassuring them that they are being taken seriously and that they will be supported. A victim will never be given the impression that they are creating a problem by reporting peer on peer abuse nor ever be made to feel ashamed for making a report.

We will be mindful of the sections in the London Child Protection Procedures concerning 'Harming Others' and 'Sexually Active Children' and work closely with social care, the police and other agencies following a referral.

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

All staff should recognise that sexual violence and sexual harassment: can occur between two children of any age and sex; exist on a continuum and may overlap; can occur online and offline. All victims must be taken seriously and offered appropriate support. Staff must note that evidence shows some groups are more at risk than others including girls, children with SEND, and LGBT children. Staff must:

- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenge all behaviours that are potentially criminal in nature including grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- not tolerate or dismiss incidents as being "banter", "just having a laugh", "boys being boys" or "part of growing up";
- read the additional information pertaining to sexual violence and sexual harassment found in Appendix 1 of this document;
- act in line with their Academy's Behaviour Policy and report any incidents of this nature using the Initial Concern Referral Record (Appendix 2).

DSLs will have full regard to Part 5: Child on child sexual violence and sexual harassment of Keeping Children Safe in Education 2020 when dealing with incidents of this nature.

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8.6.2 Sexting

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Sexting does not include the sharing of sexual photos and videos of under 18-year olds with or by adults as this is a form of child sexual abuse.

Should staff become aware of an incident involving sexting they must:

- report it to a DSL immediately as they would any safeguarding concern;
- never view, download or share the imagery themselves, or ask a child to share or download it –this is illegal;
- report to a DSL if they have viewed the imagery by accident (e.g. the child shows it to them before they could tell the child not to);
- not delete the imagery or ask the child to delete it;
- not ask the child/ren involved in the incident to disclose information regarding the imagery;
- not share information about the incident with other members of staff or the child/ren's parents/carers;

Staff can find more information via the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people.

8.6.3 Upskirting (Voyeurism (Offences) Act 2019)

The Criminal Prosecution Service (CPS) defines 'upskirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses, and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. The Voyeurism (Offences) Act 2019 was changed to criminalise upskirting.

Should staff become aware of an incident involving upskirting they must:

- report it to a DSL immediately as they would any safeguarding concern;
- never view, download or share the imagery themselves, or ask a child to share or download it;
- report to a DSL if they have viewed the imagery by accident (e.g. the child shows it to them before they could tell the child not to);
- not delete the imagery or ask the child to delete it;

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8.6.4 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical bullying.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through the anti-bullying procedures. All pupils and parents are informed of what to do about bullying should they become aware of it. The subject of bullying is addressed at regular intervals. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the SDSL will consider implementing safeguarding procedures.

8.7 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or can be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools (usually the DSL) have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. We take steps on admission to verify the relationship of the adults to the child who is being registered.

Should staff have a concern that a child is being privately fostered they must report it to a DSL immediately as they would any safeguarding concern.

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8.8 Mental Health

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. School staff are not expected or trained to diagnose mental health conditions or issues, indeed, non-professional diagnose, however well meant, can exacerbate or promote mental health problems, but we are well placed to observe and notice behaviours that may suggest a child is experiencing a mental health problem or be at risk of developing one.

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a child's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. These include (but are not limited to): becoming fearful; becoming withdrawn; developing a low self-esteem; becoming aggressive; developing a habitual body rocking; affection seeking; over-friendliness; excessive clinginess; failing to accept support from an appropriate person when significantly distressed; demonstrating coercive or controlling behaviours; and demonstrating a lack of ability to understand and recognise emotions.

Certain groups and individuals are more at risk of developing mental health problems than others. Risk factors are cumulative i.e. children exposed to multiple risks such as social disadvantage, family adversity and cognitive problems are much more likely to develop behavioural problems. Known risk factors for mental health problems include (but are not limited to): having a low IQ; having a physical illness; academic failure; communication difficulties; autism; being a LAC or PLAC; being a Child In Need; family breakdown; inconsistent or unclear discipline in the family home; rejecting relationships; parental psychiatric illness; parental criminality, parental substance abuse; death and loss (including loss of friendship); bullying; discrimination; deviant peer influences; peer on peer abuse; poor teacher relationships, being socio-economically disadvantaged; being homeless; gang involvement; overwhelming events e.g. moving house, changing schools, birth of a sibling, accidents, disasters and war.

There is a complex interplay between the risk factors in children's lives and the protective factors that promote their resilience. The more risk factors there are the more protective factors are needed to act as a counterbalance. We recognise that as schools we play a pivotal role in promoting the resilience of our pupils, particularly for the children with less supportive home lives, who may not have a trusted adult they can talk to. There are two key elements that enable us to identify and support pupils at risk of mental health problems: effective use of data (so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can therefore be acted upon; along with staff adhering to our effective safeguarding and pastoral systems which include ensuring at least one member of staff knows a pupil well e.g. class teacher or form tutor, having a large number of DSLs, and having policies, including this one, that provide a structure through which staff can escalate concerns. Every academy in the Mossbourne Federation has a Mental Health Lead, employs

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an external counselling service, and The Mossbourne Federation is part of the Hackney WAMHS (Well-being And Mental Health in Schools) initiative.

Whilst it is recognised that not all mental health problems constitute a safeguarding concern, they frequently do, and as such, should staff have a mental health concern about a child they must report it to a DSL immediately as they would any safeguarding concern.

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Appendix 1 Keeping children safe in education: Statutory guidance for schools and colleges September 2020 Part 1 and Annex A



Keeping children safe in education

Statutory guidance for schools and colleges

September 2020

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Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.

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8. **All** staff should be prepared to identify children who may benefit from early help.³

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.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy;
- behaviour policy;⁵
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

³ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers (NQTs)); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁵ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

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14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
15. **All** staff should be aware of their local early help⁶ process and understand their role in it.
16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁷
17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

⁶ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁷ More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

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- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

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 participating in normal social interaction. It may

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involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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.

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

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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,⁸ such as rape, assault by penetration and sexual assault;
- sexual harassment,⁹ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,¹⁰ 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

⁸ For further information about sexual violence see Annex A.

⁹ For further information about sexual harassment see Annex A.

¹⁰ For further information about 'upskirting' see Annex A.

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Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance¹¹.

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.

¹¹ For further information about county lines see Annex A

¹² Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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Additional information and support

39. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

40. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

41. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

42. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.

43. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

44. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;¹³ or
- a referral for statutory services,¹⁴ for example as the child might be in need, is in need or suffering or likely to suffer harm.

¹³ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹⁴ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local

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45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.

Early help

47. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

48. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and

authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

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development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

51. The referrer should follow up if this information is not forthcoming.

52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

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Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹⁵ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in Part four of this guidance.

¹⁵ An analysis of serious case reviews can be found at gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017

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What school or college staff should do if they have concerns about safeguarding practices within the school or college

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

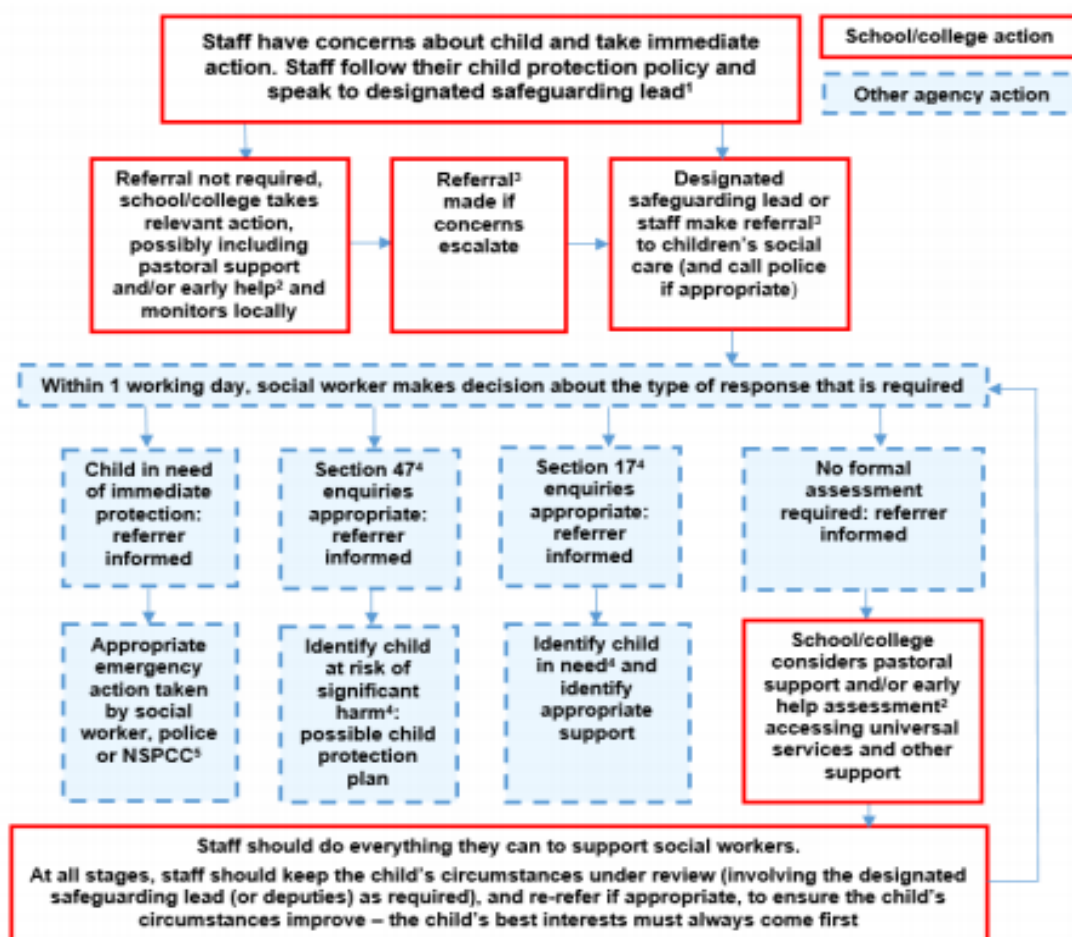
59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁶

¹⁶ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

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Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

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Annex A: Further safeguarding information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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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.

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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.

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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 Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

¹⁰³ [national crime agency human-trafficking](#).

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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.

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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: [here](#).

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

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mandatory reporting duty placed on **teachers**¹⁰⁴ 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.¹⁰⁵ 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

¹⁰⁴ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).
¹⁰⁵ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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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 fmf@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**¹⁰⁶ 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**¹⁰⁷ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**¹⁰⁸ 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

¹⁰⁶ As defined in the Government's Counter Extremism Strategy.

¹⁰⁷ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁰⁸ As defined in the Terrorism Act 2000 (TACT 2000)

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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 regard¹⁰⁹ to the need to prevent people from being drawn into terrorism".¹¹⁰ 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

¹⁰⁹ According to the Prevent duty guidance "having due regard" means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹¹⁰ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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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.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

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.

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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 2003¹¹¹ 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

¹¹¹ See Sexual Offences Act 2003 available at [Legislation.gov.uk](https://www.legislation.gov.uk)

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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?¹¹² 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.¹¹³

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.¹¹⁴ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;

¹¹² It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#).

¹¹³ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

¹¹⁴ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

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- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting¹¹⁵

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

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice

¹¹⁵ Additional information can be found at [GOV.UK](https://gov.uk).

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- [Preventing and Tackling Bullying](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) - DfE advice
- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

"Honour Based Abuse" (so called)

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

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Online (see also Annex D)

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

- [Upskirting know your rights](#) – UK Government

Violence

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy

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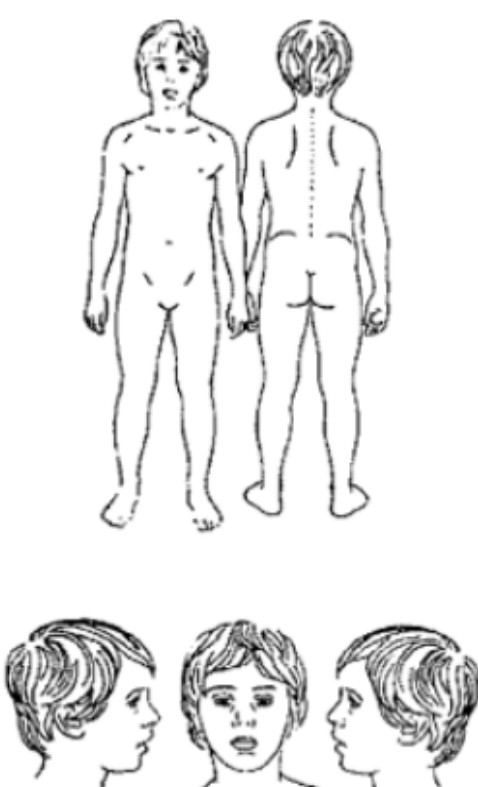
Appendix 2 – Mossbourne Federation Initial Concern Referral Record

Mossbourne Federation Initial Concern Referral Record

If you are worried about a [child](#) please complete this form and immediately pass to a Designated Safeguarding Lead (DSL).

Name of child				
Name of Academy (circle/highlight as appropriate)	MCA	MVPA	MPA	MRA
Name of Reporter				
Date of incident/concern				
Time of incident				
Time of report				
Context e.g. PHSCE lesson on...				
Area of Concern/ Details of incident:				
Please complete both sides of this form				

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<p>Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT</p> 	<p>Description of injury:</p>
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If hard copy please complete the section below:

Signed (reporter)	Signed (DSL)	Date	Time of report handover

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Appendix 3 – Mossbourne Federation’s approach to equality; seven key principles

All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

In the Mossbourne Federation, difference is recognised, respected and valued and diversity is regarded as a strength. The Federation takes account of differences and strives to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The Federation believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Positive attitudes and relationships are fostered. The Mossbourne Federation actively promotes positive attitudes and mutual respect between groups and communities that are different from each other.

A shared sense of cohesion and belonging is fostered. The Federation wants all members of its community to feel a sense of belonging and to feel that they are respected and able to participate fully in school life.

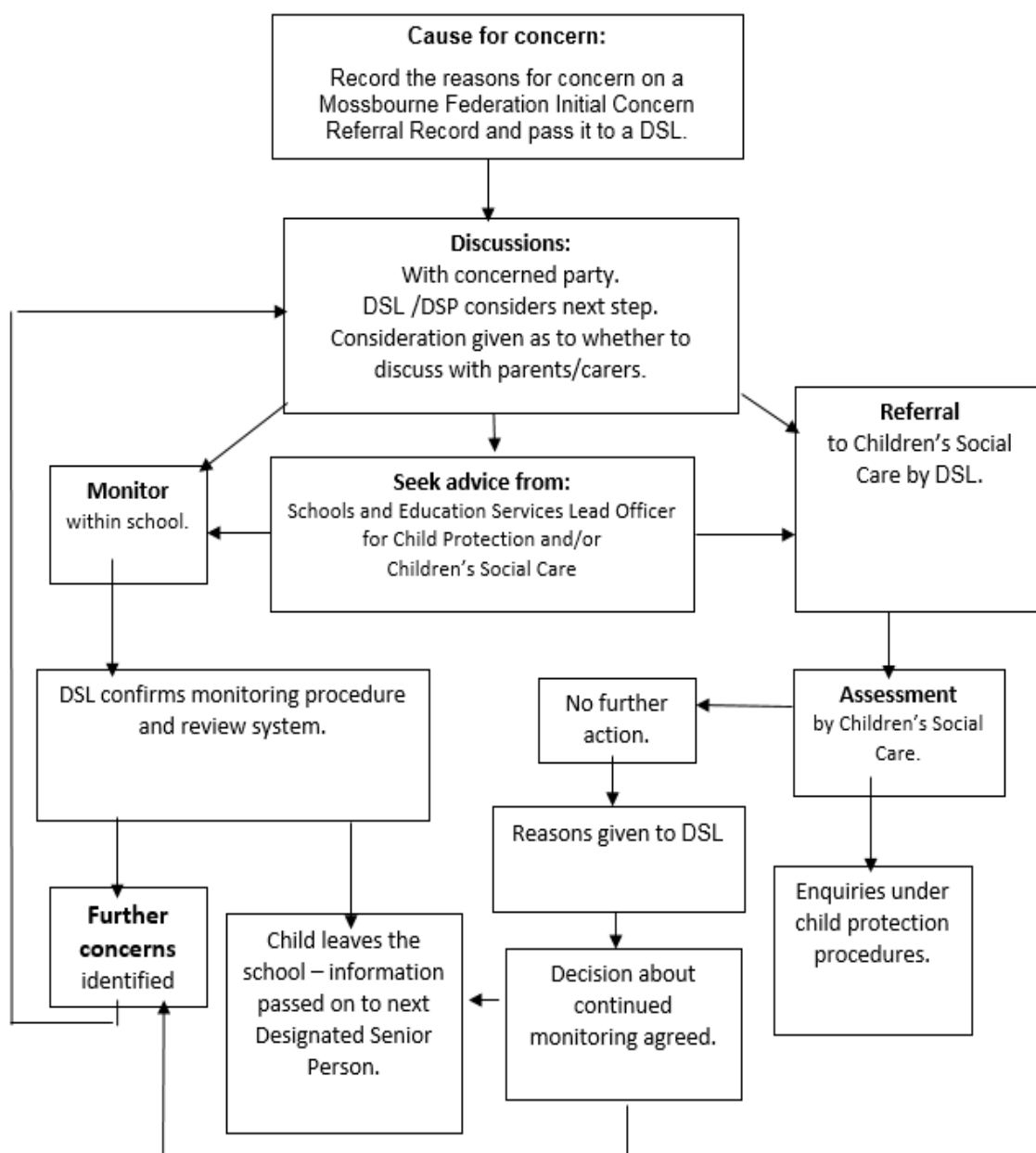
Good equalities practices are observed for staff. The Federation seeks to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

There are the highest expectations for all our children. The Federation expects that all pupils can make good progress and achieve to their highest potential.

The Federation works to raise standards for all pupils, but especially for the most vulnerable. The Academy believes that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole Academy.

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Appendix 4 – Chart: responding to concerns about a child in a federation school



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Appendix 5 – Confirmation of compliance form

Your Name: _____

Your Position: _____

The academy you normally work in: _____

All staff who work in a Mossbourne Federation Academy, both teaching and non-teaching, are required to read the Mossbourne Federation Child Protection and Safeguarding Policy and to adhere to the guidance and procedures in relation to child protection. Staff must also read the Mossbourne Federation Code of Conduct for Teaching and Support Staff, the Behaviour Policy for the Academy in which they work, and the Visiting Speakers Policy for the Academy in which they work.

- I have read the Mossbourne Federation Child Protection and Safeguarding Policy and am familiar with the policy and procedures related to safeguarding.
- I received appropriate child protection and safeguarding training at induction including information about the Behaviour Policy and managing children who are missing education.
- I know I should receive relevant updates as required but at least annually.
- I will speak to a DSL if at any point I am concerned about my training needs in this area.
- I know that _____ is the Senior Designated Safeguarding Lead (SDSL) for child protection and safeguarding at the academy I normally work in.
- When/if I attend another Mossbourne academy I will ensure I know the details of the SDSL for that academy.

Please sign below to indicate that you understand the details above and that you accept your duties in relation to child protection and safeguarding.

Signed: _____ Date: _____

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Appendix 6 - Federation Early Years Disqualification Disclaimer Form

Federation Staff Self Declaration

All staff who meet any/all of the following criteria within any Federation Academy should complete this declaration;

- **Staff Involved in the provision of childcare for children up to reception age.**
- **Staff involved with childcare provision outside of school hours with children up to 8 years of age.**
- **Staff in direct management of the above provisions.**

This is a statutory form, required by the Department for Education on the application of Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations") and Obligations under the Childcare Act 2006 in schools.

This declaration is compliant with Section 175 of the Education Act 2002, Paragraph 7(b) The Education [independent Schools Standards] Regulations 2014, and Paragraph 3 of the schedule to the Education [non Maintained Special Schools] (England) Regulations 2011.

NB: Providing information found to be false, may lead to dismissal and possible criminal charges.

1. Have you ever had Child Care Registration Refused for a child in your care

- ☐ Yes
☐ No

If yes, please give details:

2. Have you ever had a child in your care placed under a care order?

- ☐ Yes
☐ No

If yes, please give details:

3. Have you ever received any criminal convictions either in the United Kingdom, or Overseas?

- ☐ Yes
☐ No

If yes, please give details:

I hereby certify that the above information is truthful and accurate to the best of my knowledge.

Full Name	Signature	Date

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Appendix 7 – Mossbourne Federation DSLs and Nominated Safeguarding Governor

Mossbourne Community Academy		
Name	Role	Email
Katherine Duller	Head of Pastoral Care Senior Designated Safeguarding Lead	kduller@mca.mossbourne.org
Alice Painter	Director of Admissions & Inclusions Deputy Senior Designated Safeguarding Lead	apainter@mca.mossbourne.org
Rebecca Warren	Principal Deputy Senior Designated Safeguarding Lead	rwarren@mca.mossbourne.org
Dawn Layton	PA to Principal	dlayton@mca.mossbourne.org
Marziya Hussain	Pastoral Administrator	mhussain@mca.mossbourne.org
Benjamin Haines	Head of Year 7	bhaines@mca.mossbourne.org
Cameron Dutch	Head of Year 8	cdutch@mca.mossbourne.org
Jodie Smallwood	Head of Year 9	jsmallwood@mca.mossbourne.org
Ben Woodhead	Head of Year 10	bwoodhead@mca.mossbourne.org
Alex Rodker	Head of Year 11	arodker@mca.mossbourne.org
Daisy Collings-James	Head of Year 12	dcollings-james@mca.mossbourne.org
Zoe D'Souza	Head of Year 13	zdsouza@mca.mossbourne.org
Jane Sames	Head of Sixth Form	jsames@mca.mossbourne.org
Thomas Austin	Assistant Vice Principal, Pastoral	taustin@mca.mossbourne.org
Matthew Farley	Head of Upper School	mfarley@mca.mossbourne.org
Neil Robinson	Assistant Vice Principal	nrobinson@mca.mossbourne.org
Jessica Edgar	Head of Inclusion	jedgar@mca.mossbourne.org
Donna Hamilton	Alternative Provision Centre	dhamilton@mca.mossbourne.org
Joanna Street	Curriculum Support Department	jstreet@mca.mossbourne.org
Jane Reynolds	Head of ASD Provision	jreynolds@mca.mossbourne.org

Mossbourne Parkside Academy		
Name	Role	Email
Laura Green	Vice Principal Senior Designated Safeguarding Lead	lgreen@mpa.mossbourne.org
Christine Evans	SENDCo Deputy Senior Designated Safeguarding Lead Years 3-5	cevans@mpa.mossbourne.org
Sarah Cobourne	Associate Vice Principal Year 6	scobourne@mpa.mossbourne.org
Claire Russell	Associate Vice Principal EYFS & KS1	crussell@mpa.mossbourne.org

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Mossbourne Riverside Academy

Name	Role	Email
Amy Wood	Principal Senior Designated Safeguarding Lead	awood@mra.mossbourne.org
Neil Douglas	Senior Admin Officer/PA to the Principal Deputy Senior Designated Safeguarding Lead	nedouglas@mra.mossbourne.org
Sophie Oliver	Associate Vice Principal	soliver@mra.mossbourne.org

Mossbourne Victoria Park Academy

Name	Role	Email
Claire Way	Head of Student Wellbeing and Personal Development, Senior Designated Safeguarding Lead	cway@mvpa.mossbourne.org
Samuel Wells	Associate Vice Principal, Head of Student Behaviour, Attitudes and Attendance Deputy Senior Designated Safeguarding Lead	swells@mvpa.mossbourne.org
Pid'or Tampa	Head of Year 7	caneil@mvpa.mossbourne.org
Michael Dunnage	Head of Year 8	mdunnage@mvpa.mossbourne.org
Seauntelle Brady	Head of Year 9	sbrady@mvpa.mossbourne.org
Joanne Wilson	Head of Year 10	jowilson@mvpa.mossbourne.org
Charlotte Rees	Head of Year 11	crees@mvpa.mossbourne.org
Nicole Newby	Head of SEN Inclusion	nnewby@mvpa.mossbourne.org
Owen Puttock	Associate Vice Principal	oputtock@mvpa.mossbourne.org
Atter Kalsi	Head of the Alternative Provision Centre and PSHCERSE	akalsi@mvpa.mossbourne.org
Julie Akhtar	Pastoral, Safeguarding and Academy Liaison Officer	juakhtar@mvpa.mossbourne.org

Mossbourne Federation's Senior Designated Safeguarding Lead

Name	Role	Email
Matthew Toothe	Senior Vice Principal, MVPA	mtoothe@mvpa.mossbourne.org

Mossbourne Federation's Nominated Governor for Child Protection and Safeguarding

Neville Reuben

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Appendix 8 - Specific Safeguarding Information for Mossbourne Community Academy

1. Site Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Entry & Egress		
Main Gate	Pupils accessible to public	<ul style="list-style-type: none"> Gates only open at specific times- and always staffed by senior staff when open Duties run during opening Duty teams communicate issues to SLT Leader Pupils use specific crossing places- pelican or island
Reception	Unauthorised persons entering with those authorised Low fence to playground/bike rack area	<ul style="list-style-type: none"> Buzzer system with camera Swipe card entry to school Reception emergency call to SLT procedure
Vehicle Gate	Entry to school on swipe card Unauthorised persons able to enter with those authorised including sixth form	<ul style="list-style-type: none"> Delivery to site reporting procedure Pupils briefed regarding safety measures
Entry via BR land	Unauthorised persons able to enter rear of site via wall/fence to BR land	<ul style="list-style-type: none"> Pupils always supervised when using rear of building Rear door swipe card entry
Corridors on balconies above 3-floor atrium areas	Pupils falling/being pushed off balcony Pupils climbing on balcony Pupils throwing items from balconies	Code of Conduct and Behaviour policy: <ul style="list-style-type: none"> Pupils not permitted to look/climb/lean over balconies Clear sanctions for throwing items
Exterior fire stairs and walkways accessible via upper classroom doors	Risk of falls due to unauthorised access either deliberate or accidental	<ul style="list-style-type: none"> Clear codes of behaviour Walkways and stairs used only by staff Walkways fully staffed for fire escape and drills Clear signage prohibits access to external stairway

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2. Contextual/Local Vicinity Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Downs Park Road	Road traffic-unauthorised parking, turning, driving past, general congestion poses risk to pupils on pavements, when crossing road, when walking on pavements or riding bikes	<ul style="list-style-type: none"> Gate area is staffed when open Pupils cross at pelican crossing or island only Signs alert drivers to dangers posed to pupils by illegal parking Safer schools police support duty team on request Parents and pupils advised regarding the wearing of bike helmets
Downs Park-sited directly opposite main gates	Downs Park accessible to public at all times including pupils from other schools at the end of the school day	<ul style="list-style-type: none"> Code of Conduct requires pupils to walk straight home via quickest route Pupils not permitted to meet friends on way home Pupils not permitted to carry mobile phone (except sixth form) Main gate and local area re duty areas at start and end of school days PE lessons, sports fixtures and events held in Down's Park are well staffed Spectator areas clearly defined and separated during fixtures/events all events/fixtures subject to risk assessments Safer Schools Police-strong links with MCA ensures support available
Railway lines-MCA sited between railway lines	-unauthorised persons accessing site -pupils accessing via rear of academy	<ul style="list-style-type: none"> CCTV Pupils supervised when accessing rear of building
Gang Activity-known gang related activity near academy site	-pupils drawn into gang activity	<ul style="list-style-type: none"> PHSCE programme Robust safeguarding procedures ensure that suspected gang related is reported via Initial Concern and onward referral to relevant agency CSC, Young Hackney etc. Safer Schools police Assembly and letter to parents to advise on 'how to be safe'
Serious Crime	Pupils at risk being a target Pupils posing a risk to others	<ul style="list-style-type: none"> Random search policy within the academy Code of Conduct: no physical contact rule and pupils not permitted to congregate in large groups

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		<ul style="list-style-type: none"> Concerns re pupils perceived at logged by staff via safeguarding procedures Referrals to agencies made for pupils viewed to be at risk of posing harm to others/self PSHE and assembly programme to highlight issues
SEND	-MCA includes a large proportion of SEND pupils, 5% of pupils have an EHCP; over 50 pupils have a diagnosed autistic spectrum disorder; pupils with SEND are statistically more at risk of abuse	<ul style="list-style-type: none"> Staff training raises awareness of SEND issues including ASD awareness training Specialist staff work support pupils to keep safe through specific strategies including PSD course and via specific strategies including social stories
Rowing Academy	MCA includes a large proportion of pupils who take part in a significant number of trips and water-based activities	<ul style="list-style-type: none"> Involvement of experienced staff at MCA and London youth Rowing Risk assessments undertaken by the Senior Master and DSL
Combined Cadet Force	Pupils involved in a range of activities and training including use of replica weapons	<ul style="list-style-type: none"> Supervision by fully-trained officers Full risk assessments undertaken for all activities including use of replica weapons Mossbourne Federation's SDSL, to review the safeguarding as this initiative grows
Mossbourne Sixth Form	Sixth Form may leave and enter the academy via the pedestrian gate adjacent to the vehicle entrance. Set times are set for this i.e. lunchtime during the majority of the school year; pupils use swipe cards to access the site but it is possible for unauthorised persons to gain admittance with pupils. Throughout study leave/examination periods, sixth form access times are increased to allow students to enter and leave during the day; this poses more a greater risk of unauthorised entry to site	<ul style="list-style-type: none"> Students are taught to enter and leave safely and are made fully aware that unauthorised persons may not enter Students wear identity swipe cards on a sixth form lanyard to enable ready identification Student wearing of the lanyard is rigorously monitored and enforced

3. Current Academy Focus: **Mental Health**

- Raising awareness of mental health understanding of what it is a how to maintain via From Tutors, assemblies, speaker slots, PHSCE days, mental health week
- Rigorous reporting via Safeguarding procedures of all concerns (mental health concern/self-harm) via initial concern and onward referrals

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Appendix 9 - Specific Safeguarding Information for Mossbourne Parkside Academy

1. Site Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Entry & Egress		
Main Gate	Pupils accessible to public	<ul style="list-style-type: none"> Gates only open at specific times- and always staffed by senior staff when open Duties run during opening
Reception	Unauthorised persons entering with those authorised	<ul style="list-style-type: none"> Buzzer system Swipe card entry to school Reception emergency call to SLT procedure
Nursery Gate	No electronic access control Is visible through the fencing Items being thrown over	<ul style="list-style-type: none"> Staffed at all times when open Padlocked when not open Staff on duty are vigilant to passers-by Outdoor displays not to contain pupils' names Site Manager checks the playground every morning for undesirable items
Kitchen	Kitchen door is opened in hot weather	<ul style="list-style-type: none"> Kitchen and playground staff are on duty and vigilant to the risk Pupils have been briefed about never going into the kitchen

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2. Contextual/Local Vicinity Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Hackney Downs Train Station	Pupils are swiftly connected to national travel links via the train to Liverpool Street, enabling a significant distance from the academy to be travelled in a relatively short time frame	•
Sigdon Passage/Amhurst Road	There is no pedestrian crossing after the passage despite it crossing a busy main road	•
Intersection of Dalston Lane and Amhurst Road	Very busy with multiple crossing points	•
Gang Activity-known gang related activity as the academy sits on the borders of six different gangs	Pupils drawn into gang activity	•

3. Current Academy Focus: **Body Image and Mental Health**

- Raising awareness of the importance of positive body image and self-conceptions
- Improving pupils' mental resilience, self-regulation and perseverance

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Appendix 10 - Specific Safeguarding Information for Mossbourne Riverside Academy

1. Site Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Car Park Gate	Unauthorised persons entering site Danger posed by cars to young pupils	<ul style="list-style-type: none"> • Staff are advised to avoid opening and closing them between 08:00 and 16:40 • Staff must request permission to access the key and return it immediately after use • Potential danger has been highlighted to staff and premises team
Sporting Pitches adjacent to the academy are let via agency	Unauthorised person having contact with pupils in after school clubs	<ul style="list-style-type: none"> • No access to the main academy site is possible • Staff trained to be vigilant where lettings take place before 18:00
Playgrounds	Can be viewed with relative ease by public	<ul style="list-style-type: none"> • Staff trained to challenge any member of the public who attempts to interact with pupils and then report to a DSL • Pupils have been trained and instructed to refrain from any conversations with the public

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2. Contextual/Local Vicinity Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Riverside	Pupils falling or knocked into the river by cyclists Lack of lighting in the winter months	<ul style="list-style-type: none"> Parents have been advised to be vigilant when using this path with their children
Building Works in the developing area	Noise pollution Air pollution Traffic incidents	<ul style="list-style-type: none"> Building companies have been met with and actively work with the academy to minimise air and noise pollution during school hours Building firms asked to avoid drop off and pick up times for their deliveries Parents informed to be vigilant

3. Current Academy Focus: **Online Safety**

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Appendix 11 - Specific Safeguarding Information for Mossbourne Victoria Park Academy

1. Site Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Entry & Egress		
Main Student Gate	Pupils accessible to public	<ul style="list-style-type: none"> Gates only open at specific times-and always staffed by senior staff when open Duties run during opening Duty teams communicate issues to SLT
Reception	Unauthorised persons entering with those authorised	<ul style="list-style-type: none"> Buzzer system with camera Swipe card entry to school Reception emergency call to SLT procedure
Vehicle Gate	Unauthorised persons able to enter with those authorised as automatic gates take a long time to close after opening	<ul style="list-style-type: none"> Delivery to site reporting procedure Only staff who drive to the academy have access cards for the vehicle gate Staff who have access to the vehicle gate receive specific training and have the access removed if they do not follow procedures
Lodge Entrance	Unauthorised persons entering with those authorised	<ul style="list-style-type: none"> Swipe card entry for staff only Students only allowed to use when under supervision of staff Gates only open at specific times-and always staffed by senior staff when open Duties run during opening or specific staff member greets student at lodge gate as student cannot enter without staff pass. Duty teams communicate issues to SLT
	Pupils accessible to public	
Community Entrance	Unauthorised persons entering with those authorised	<ul style="list-style-type: none"> PE staff advised to remain vigilant to unauthorised use Turnstile only rotates one way and limits to single person use Side gate needs staff swipe card entry to school Duties run during student exiting Students only allowed to use when under supervision of staff Duty teams communicate issues to SLT
	Pupils accessible to public	
Corridors on 2 nd Floor of Huguenot Building	Pupils falling/being pushed off balcony Pupils climbing on balcony Pupils throwing items from balconies	<ul style="list-style-type: none"> Student Code of Conduct Pupils not permitted to look over or throw things over balconies
Steep narrow stairwells in Huguenot Towers that go up five storeys	Risk of falls due to unauthorised access either deliberate or accidental Risk of falls during emergency evacuation procedure	<ul style="list-style-type: none"> Clear codes of behaviour Walkways and stairs used only by staff Clear signage prohibits pupil access except when accompanied by staff or in an emergency Dangers highlighted to pupils

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Entry to CP02	Entry to CP02 is via CA02 where a DSL works. Safeguarding and confidentiality issues.	<ul style="list-style-type: none"> • Clear codes of behaviour by site and IT personal. • Only enter when DSL not on phone or with student.
Site leased out after-school	Pupils accessible to public	<ul style="list-style-type: none"> • Public only allowed to enter after 18:00 • During whole school events, site is not leased. • Area that public can use is kept totally separate by electronic access control system.

2. Contextual/Local Vicinity Information

Focus	Specific Risk Factors	Procedures in place to mitigate risk
Penshurst Road	Unauthorised parking, turning, general congestion poses risk to pupils on pavements, when crossing road, when walking on pavements or riding bikes	<ul style="list-style-type: none"> • Parents/Carers written to about not using this road for drop off or collection • Duty staff challenge parents/carers who are parking waiting for children
Victoria Park Road	Busy one-way main road but cyclists may ride on the pavement the other way, vehicles rarely adhere to 20mph speed limit, bus stop right opposite school but pedestrian crossing is further down the road	<ul style="list-style-type: none"> • Pupils told to cross at pedestrian crossing only; enforced by duty staff • Students can only cycle to the academy if they have the highest level of cycling proficiency; verified by certificate
Well Street Common - sited directly opposite main gates Victoria Park – sited very close to school and is the route home for a minority of pupils	<p>Accessible to public at all times including pupils from other schools at the end of the school day</p> <p>Well Street Common is poorly lit and no CCTV- risk of being victim of crime</p>	<ul style="list-style-type: none"> • Code of Conduct requires pupils to walk straight home via quickest route • Pupils not permitted to meet friends on way home • Pupils not permitted to carry mobile phones or any valuables • Main gate and local area are duty areas at start and end of school days • PE lessons on the common are staffed at all times and emergency procedures known to PE Staff and Reception • all uses of Well Street Common are subject to risk assessments • Students not allowed in Victoria Park unless it is the quickest route home and challenge students on this • Strong links with Safer Schools Police Officer and Police support at end of day on request. • Staying safe in the community programme delivered by Form Tutors in Years 7-9
Gang Activity-known gang related activity near academy site	Pupils drawn into gang activity	<ul style="list-style-type: none"> • PSHSRCE programme • Robust safeguarding procedures ensure suspected gang activity is reported via

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		<p>Initial Concern and onward referral to relevant agency CSC, Young Hackney etc.</p> <ul style="list-style-type: none"> Liaison with Safer Schools police and Local Authority
Serious Crime	<p>Pupils at risk of being a target</p> <p>Pupils posing a risk to others</p>	<ul style="list-style-type: none"> Random search policy within the academy Code of Conduct: no physical contact rule and pupils not permitted to congregate in large groups Concerns logged by staff via safeguarding procedures Referrals to agencies made for pupils viewed to be at risk of harm or posing harm to others PSHRCE and assembly programme to highlight issues Strong link with Safer School Officer
SEND	<p>MVPA includes a large proportion of SEND pupils, just under 5% of pupils have an EHCP; pupils with SEND are statistically more at risk of abuse</p>	<ul style="list-style-type: none"> Staff training raises awareness of SEND issues Specialist staff work to support pupils to keep safe through specific strategies including social stories
Rowing Academy	<p>MVPA includes a growing proportion of pupils who take part in a significant number of trips and water-based activities</p>	<ul style="list-style-type: none"> Liaison between Mossbourne Federation's SDSL, the Head of the Rowing Academy, the EVCs for MVPA and MCA and London Youth Rowing's Safeguarding lead. Risk assessments in place
Combined Cadet Force	<p>Pupils involved in a range of activities and training including use of replica weapons</p>	<ul style="list-style-type: none"> Supervision by fully-trained officers Full risk assessments undertaken for all activities including use of replica weapons Mossbourne Federation's SDSL, to review the safeguarding as this initiative grows

3. Current Academy Foci: **Online Safety/Wellbeing and Consent**

- Raising awareness of online safety and wellbeing via From Tutors, assemblies, speaker slots, PSHCERSE days, Parent/Carer information evenings
- Raising awareness of consent at age appropriate points, via assemblies and PSHCERSE days for all students.
- Mental health and wellness focus with implementation of WAMHS.

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Appendix 12 – Safeguarding in relation to COVID-19

Scope, definitions and review

Unless specifically referenced elsewhere in this document this appendix applies only during a period of school closure and reflects any updated advice from our 3 local safeguarding partners. This appendix sets out changes and additions to the rest of this policy and unless stated otherwise in this appendix, the rest of this policy continues to apply. This appendix will be reviewed, as guidance from the 3 local safeguarding partners, the LA or DfE is updated, by the Mossbourne Federation's SDSL, and approved by the Chair of the Central Governing Body.

We still have full regard to the statutory safeguarding guidance, Keeping Children Safe in Education (Part 1 is included in this policy as Appendix 1). Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable children to have the best outcomes

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)
 - care leavers
 - other children and young people at the provider and local authority's discretion including pupils who need to attend to receive support or manage risks to their mental health

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Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

The reporting procedures in section 3.5.2 remain in place but if staff are unable to complete an Initial Concern Referral Record and ensure a DSL receives it, staff must contact the reception of the academy where the child attends and ask to speak to the DSL on site. The DSL on site should then complete an Initial Concern Referral Record based on the information provided by the member of staff reporting the concern and take appropriate action. Should the academy reception be closed and there is an urgent concern, then the staff member must still act by contacting either Children's Social Care or the Police directly, depending on the nature of the concern, and they then must update the DSL at the earliest possible opportunity.

SDSL and DSL Arrangements

The aim is to have a trained DSL on every academy site every school day wherever possible. Details for the DSLs in the Federation can be found in Appendix 7. If an occasion arises where there is no DSL on site, a senior leader will take responsibility for co-ordinating safeguarding on site and they will liaise with the off-site SDSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Access the child protection files, where necessary
- Liaise with children's social workers where they need to

Staff who are on site will be informed as to who the DSL, or in the absence of a DSL, the senior leader responsible for coordinating safeguarding, on site is that day and how to contact them. Staff who are off site can contact the DSL, or in the absence of a DSL, the senior leader responsible for coordinating safeguarding, on site by calling the academy reception and asking to speak to the DSL.

Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked after and previously looked after children. We will update this appendix where necessary to reflect any additional guidance from our 3 local safeguarding partners.

Health and Safety

Whilst there has always been overlap between the Federation's Child Protection and Safeguarding Policy and the academies' health and safety policies that overlap is now more crucial than ever and to that end all staff **must** familiarise themselves with the Federation's COVID-19 Risk Assessment (the most up to date version is available on each academy's website). In drawing up the aforementioned Risk Assessment the Federation is guided by the DfE guidance.

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Monitoring Attendance

As most children will not be attending school the Federation academies will be operating both their normal attendance registers (most students will be coded X except for vulnerable children who when they are present will be coded present (/) and when they are absent for a non-COVID related reason will be coded as an authorised absence (C)), and completing the Department for Education's daily online attendance form to keep an accurate record of who is attending school. Parents and carers will not be penalised if their child does not attend educational provision during a period of school closure. Where a child an academy expects to attend, does not attend, or stops attending, the academy will follow its usual attendance procedures.

Safeguarding for 'vulnerable children'

Where a child should be attending an academy during a closure i.e. they are vulnerable as defined by the DfE, but are not attending because either, it has been agreed by the academy, parent/carers, and social worker that it would not be in the child's best interests, or because they are having to self-isolate, then the following will take place:

- An appropriate member of staff from the academy will contact home and speak to the parent/carers at least twice a week on the telephone (it may be more frequent based on the individual child's circumstances)
- During these contact telephone calls, if appropriate (based on the age and circumstances of the child), the member of staff will also speak to the student
- If contact cannot be made then a DSL will inform the social worker or in the case of a vulnerable student who does not have a social worker, a referral to social care will be made

Safeguarding all children

This difficult time potentially puts all children at greater risk, in particular, children are likely to be spending more time online. Staff must continue to be alert to any signs of abuse, or effects on children's mental health that are also safeguarding concerns, and act on concerns immediately in line with this policy.

During a closure and where a child does not attend in person, the aim is for all children's parents/carers to be contacted once a week on the telephone to check on children's well-being and, where possible, staff should try and speak directly to the child to help identify any concerns. If no response to this telephone contact is received from parents/carers for a week then the parents/carers will be contacted via PAM Parent and asked to provide alternative contact numbers. If no response to this PAM Parent contact is received within three days then an Initial Concern Referral Record must be completed and passed to a DSL. These timeframes will be escalated if there has also been no evidence of a child completing their remote learning.

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Online Safety and Remote Education

Each academy will continue to have appropriate filtering and monitoring systems in place on each site. If IT staff are unavailable for a particular academy then support will be sought from one of the other academy's in the Federation.

Keeping students and staff safe during remote education is essential. Staff must continue to adhere to the Mossbourne Federation Code of Conduct for Teaching and Support Staff and, in the current circumstances, have particular regard for Section 11, 'Communication with students (including the use of technology)'.

The Federation has full regard for *Safeguarding and remote education during coronavirus (COVID-19)* <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> and [The Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary](#). In addition, in accordance with the later, each academy has its own Remote Education Policy which staff of that academy must adhere to.

Whilst it is recognised how helpful and reassuring it can be for children to hear and see their teachers during school closures this must be carefully balanced against the potential risks. In line with government guidance, caution must always be exercised when considering using livestreaming services, which are generally recommended for staff interactions during the period of school closures rather than interactions with students. For this reason, there is no requirement for schools to use audio and video for real-time online teaching.

The decision to use livestreaming in a Mossbourne Academy will be made by the Principal of that academy, in consultation with the SDSL of that academy, and be based on the resources available, the age, needs, and home circumstances of the children involved, and the size of the groups. If the decision to use livestreaming is made, the following will apply:

- Legal requirements in relation to GDPR (this also applies to pre-recorded audio and video data).
- Staff will not use personal devices or personal communication accounts. Only approved software and children's school provided accounts e.g. email addresses will be used.
- Livestreaming that involves interactions between adults and children, audio or visual, will either have two members of staff in the 'room' or it will be recorded. If it is recorded the recording must be stored in line with that academy's retention policy.
- Live video lessons where children can view other children (and therefore one another's home environments) will not take place unless it is absolutely necessary for learning or safeguarding, the Principal has discussed it with the Federation's Senior Designated Safeguarding Lead, and a risk assessment to mitigate the risks has been completed.

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- Live video lessons where the staff member is recording from an academy site and viewable by children, but the children cannot view each other, will take place only if approved by the Principal and the member of staff has received sufficient training.
- Live video lessons where the staff member is at home will not take place unless unavoidable e.g. the member of staff is clinically extremely vulnerable or the risk of travelling to the academy is significant. Where it is unavoidable, this will be approved by the Principal, the member of staff must have received sufficient training, use a plain coloured 'green screen' as their background, and ensure they are in a suitable location in their home.
- Live audio lessons will generally involve the students being muted and participating via the chat function. The chat function which enables children to directly message each other (and not include the teacher) must be disabled. In some circumstances it may be appropriate for the children to unmute themselves but the teacher must at all times retain the ability to mute or unmute individual children or the class as a whole.

All parents and carers and children will continue to be reminded or informed:

- Of the potential risks to children online and the importance of staying safe online
- About what their (child's) academy is asking them to do online e.g. what websites or apps they are expected to access and what if any communication they will have with staff online
- That they can still contact their (child's) academy on its usual phone number if they have concerns
- Of other sources of advice to support them in keeping safe online such as Childline, UK Safer Internet Cafe and CEOP.

Mental Health

Where possible, each academy will continue with its current offer of support in relation to children's mental health. In addition, the Federation has expanded its use of A-Space Counselling Service to include a telephone service. The exact provision will continue to be flexible because of the nature of the current circumstances. During the period of closure children, parents and carers, and staff will be signposted to other resources to support good mental health at this time.

When setting expectations for children's learning remotely and they are not attending school, staff will bear in mind the potential impact of the current situation on both children's and adults' mental health. If staff are concerned about a child's mental health from a safeguarding perspective then they must act immediately and in line with this policy.

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Allegations and Concerns about staff (including volunteers) working on behalf of the Mossbourne Federation

We will continue to follow the principles set out in Part 4 of Keeping Children Safe in Education. Staff should continue to act immediately, in line with Section 7 of this policy, if they have any concerns. The CEO, Principals and SDSLs recognise that for the duration of the COVID-19 period, in line with government guidance, potential cases of teacher misconduct must be reported to the Teaching Regulation Agency using the email address Misconduct.Teacher@education.gov.uk.

Staff Recruitment, training and induction

The Federation has no plans to recruit new staff or volunteers specifically to manage the temporary closures of its academies, nor to have staff 'on loan' from other schools outside the Federation. Should this change then this section of the appendix will be updated to reflect this. The Federation continues to have full regard for its safer recruitment procedures, and Part 3 of Keeping Children Safe in Education. All existing staff including volunteers will be made aware of this update (Appendix 12) via their academy email address.

Help and Support

Advice for the education sector continues to be updated regularly and as such the DfE Coronavirus helpline is available to answer questions: 0800 046 8687. Lines are open from 8am to 6pm, Monday to Friday, and 10am to 4pm at weekends.

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