



South East Cornwall Multi Academy Regional Trust

Dobwalls Primary School, Landulph Primary School, Liskeard School and Community College, Looe Community Academy, saltash.net Community School, and Trewidland Primary School and Pre-School

Child Protection and Safeguarding Policy

Keeping Children Safe in Education is everyone's responsibility

Adopted on 17th January 2018 (new updates in this version)

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One Page Critical Summary

Everyone in the organisation without exception is responsible for doing all they can to keep children safe. This includes having read the full contents of this policy.

All staff must be committed to maintaining a culture of vigilance, maintaining safe practices and actively teaching or coaching those who lack awareness of safeguarding issues.

ANY concerns about the safety of a child or about the safety of any actions or policies that could lead to harm, must be passed on to the Designated Safeguarding Lead (DSL) in the school OR the headteacher. If the concerns relate to the headteacher they should be passed on to the Director with responsibility for Safeguarding. All of the contact details for these people appear on the next page.

Every reported concern will be taken seriously and the person reporting will be praised for having raised it. We are committed to ensuring the safety of all pupils and recognise that in order to do this effectively we must have robust systems, high quality training and clear lines of responsibility but above all this, we must be vigilant and keen to listen so that all people are encouraged to report concerns, however small.

Safeguarding applies to EVERYONE. ALL aspects of school working together actively to ensure ALL children achieve the best outcomes academically in a safe and caring environment that provides the bedrock for a life of emotional, social, physical and mental health for all staff and students.

Chair of Governors (Leadership Community)

1- Ethos – We must be open, respectful, supportive and positive so people feel safe and cared for

HR (Staff and Leadership Community)

- 2- Training – Must include everyone, must be annual and must encourage open discussion
- 3- Recruitment – Critical we follow strict protocols when we employ new staff

Community (Children's Community of SE Cornwall constructed around the child)

- 4- Community – School doesn't ever really stop at the gate, moral as well as legal responsibility
- 5- Partnership – how do we work with all agencies to ensure the child is at the centre?
- 6- Transition planning – ensure vulnerable children don't fall through the net between schools

CSA (Curricular and extracurricular Opportunities for pupils and how well they perform)

- 7- E-Safety – teaching not banning so children talk to adults about risks they will encounter online
- 8- Curriculum – are children being taught the knowledge, skills and resilience to keep safe?

Finance (Resources and how they are deployed to gain maximum impact)

9- Evaluation – how does the school know it is getting it right and do governors challenge enough?

Audit (Resources and how their deployment is monitored effectively)

10- Monitoring – are the record keeping and tracking systems robust and are people held to account?

11- Policy – Must be a reference document you use to exactly define what is expected and required

Premises and HR (Is the Environment secure?)

12- Perimeter – You should not be able to get onsite without challenge and the correct lanyard

13- Risk – Planning for critical incidents, H&S: how well are risks anticipated and prevented?

Child Protection (CP) applies to all who have/are/at potential risk of experiencing abuse in their lives. Children who come into this category are assessed for which of the following is most appropriate:

- **Common Assessment Framework (CAF)** – agencies coming together to make a joint assessment of how best to help and offer the support that is available.
- **Section 12 Complex Support Needs (CHiN Children in need)** – for children who are benefitting from the involvement of additional support and so it should not be removed.
- **Section 47 Child Protection Needs (CP plans)** – children for whom there is a risk of significant harm so monitoring by one or more agencies is occurring.

Key Contact Details

All of the people named below should consider themselves collectively as the safeguarding and child protection MAT team. Each of the roles named below has specific responsibilities that are set out in detail in the policy.

The Trust Director for safeguarding is: **Kevin George** Kevin.George@smart-trust.net In each school, the headteacher can also be contacted to stand in for any of these roles.

Academy	DSL Designated Safeguarding Lead	DDSL Deputy Designated Safeguarding Lead	CIC Designated teacher for Children in care	SPOC (Prevent) Single point of contact	CSE Sexual exploitation lead	Safe- guarding and CIC governor	Whistle- blowing governor
Dobwalls PS	Tim Gray head@dobwalls.cornwall.sch.uk	Katie Grinstead katie@dobwalls.cornwall.sch.uk	Tim Gray head@dobwalls.cornwall.sch.uk	Tim Gray head@dobwalls.cornwall.sch.uk	Tim Gray head@dobwalls.cornwall.sch.uk	Berni Yeatman berniyeatman@gmail.com	Dorothy Tamblyn
Liskeard S&CC	Roger Quaintance roquaintance@liskeard.cornwall.sch.uk	Tracy Newman tnewman@liskeard.cornwall.sch.uk	Corinne Holroyd coholyd@liskeard.cornwall.sch.uk	Roger Quaintance roquaintance@liskeard.cornwall.sch.uk	Roger Quaintance roquaintance@liskeard.cornwall.sch.uk	Davina Finch davinafinch@nhs.net	Helen Arnold helenarnold111@googlemail.com Mark Wigley mark.wigley@cornwall.gov.uk mwigley50@gmail.com
Looe CA	Kate Jackman KJackman@looe.cornwall.sch.uk	Judy Richardson jrichardson@looe.cornwall.sch.uk Kate Jackman kjackman@looe.cornwall.sch.uk	Jan Woodman jwoodman@looe.cornwall.sch.uk	Kate Jackman KJackman@looe.cornwall.sch.uk	Kate Jackman KJackman@looe.cornwall.sch.uk	Marilyn Lewis MLewis@looe.cornwall.sch.uk	Marie Long mlong@looe.cornwall.sch.uk
Saltash.net CS	Jeremy Skelton jskelton@saltashcloud.net	Danielle Pearce Laura Wilkinson Sarah Moss Ian Hodson	Pete Bond pbond@saltashcloud.net	Jeremy Skelton	Jeremy Skelton	Kate Waghorn	Samantha Gardner
Landulph PS	Esther Best ebest@landulphcloud.net	Judith John JJohn@saltashcloud.net	Esther Best ebest@landulphcloud.net	Esther Best ebest@landulphcloud.net	Esther Best ebest@landulphcloud.net	Kevin George	Steve Pearson
Trewidland PS	Vyvyan Lovell head@trewidland.cornwall.sch.uk	Vyvyan Lovell head@trewidland.cornwall.sch.uk	Vyvyan Lovell head@trewidland.cornwall.sch.uk	Vyvyan Lovell head@trewidland.cornwall.sch.uk	Vyvyan Lovell head@trewidland.cornwall.sch.uk	Chris Roach chris.roach@nhs.net	Charles Boney

Cornwall Early Help Contact details:

- Telephone: 01872 322277
- Email: earlyhelphub@cornwall.gov.uk
- Website: www.cornwall.gov.uk/earlyhelphub

Multi Agency Referral Unit (MARU)

- Telephone 0300 123116 if concerns are outside office hours contact 01208 251300

- Secure Email: multiagencyreferralunit@cornwall.gcsx.gov.uk

Prevent Lead for Cornwall – Steve Rowell

- Email: prevent@cornwall.gov.uk.

Local Authority Designated Officer (LADO)

- Telephone 01872 326536. Referrals should go to the MARU not directly to the LADO team.

NSPCC Whistleblowing helpline: 0800 028 0285.

Introduction

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of all pupils in SMART.

ALL staff are responsible for applying this policy which is common to all schools in SMART because staff will often be working across different schools in SMART and it is therefore essential that we have common policies in all schools so that we can ensure the highest standard of protection for children in our care.

This policy was co-developed and verified by representatives from all of the schools in SMART working together. The policy was then presented to the safeguarding leads in all of the governing committees under the guidance of the safeguarding director for final scrutiny before being presented to the Trust Board for adoption.

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

Our responsibilities

Section 175 of the Education Act 2002 places a duty for all schools in SMART to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

This policy develops procedures and good practice within our schools, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all

children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our schools and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, parents and carers through the school's website and a hard copy will be available in the secretary's office.

Purpose of this policy

Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse.

In term of establishing the correct ethos and vigilance, this policy defines how we:

- Create a safe and welcoming environment where children can develop their skills and confidence recognising that safeguarding children is the responsibility of everyone, not just those who work with children.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Ensure that any training or events are managed to the highest possible safety standards.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Establishing positive, supportive, secure working practices that put children first.
- Risk-assess any off-site activity, led by the school.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.

In terms of building capacity and expertise in our staff we define how we seek to:

- Support and encourage other groups and organisations to implement similar policies.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Ensuring safer recruitment is followed in checking the suitability of all staff who work in every SMART school.
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.

In terms of building systems to allow regular and reliable monitoring and reporting

- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.

Terminology

- **Child** includes everyone under the age of 18 years' old
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Committee** – refers to all forms of governance within the school and multi academy trust.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Acronyms used in this policy:

- DSL – Designated Safeguarding Lead
- DDSL –Deputy Designated Safeguarding Lead
- MARU –Multi Agency Referral Unit
- CSE – Child Sexual Exploitation
- FGM – Female Genital Mutilation
- KCSIE – Keeping Children Safe in Education (Revised September 5th 2016)
- CIOS SCB – Cornwall Isles of Scilly Safeguarding Children Board
- LADO – Local Authority Designated Officer
- PVE – Preventing Violent Extremism
- CME – Children Missing Education

Key Documents

This is an overarching policy and should be read in conjunction with the following documents:

'Working Together to Safeguard Children' (2015), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (Sept 2016), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

'What to do if worried a child is being Abused: Advice for Practitioner'. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools). The guidance is available via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Children Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Child Sexual Exploitation – Further guidance is available via the following link:
<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/safeguarding-topics/child-sexual-exploitation-and-missing-children/>

Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link:
<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures: www.swcpp.org.uk and Cornwall and the Isles of Scilly Safeguarding Children Board www.safechildren-cios.co.uk

In accordance with the above procedures, the Each School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Board.

This policy should also be read in conjunction with the following policies linked to safeguarding within the school which can include:

Anti-bullying	E-safety/online	Health and Safety
Acceptable user (for staff)	Visitors	Intimate care
Behaviour Management	Confidentiality	Safer Recruitment
Whistleblowing	Radicalization	Equality and diversity
Physical Interventions	First Aid (including management of medical conditions)	

Reporting concerns

General Principles

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

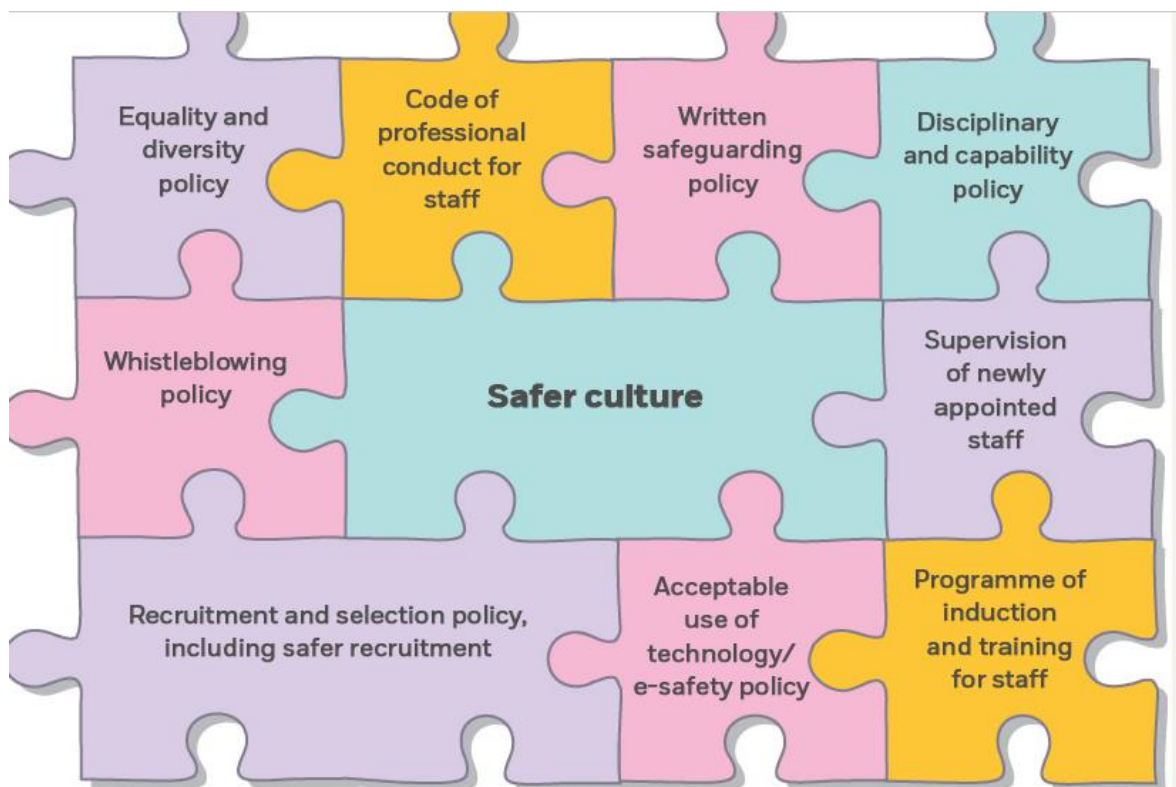
However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available, then speak to the DDSL.

At all times, it is the intention of this policy to enable staff to act in the child's best interest and, wherever possible to listen to and take account of their wishes. It is never in the child's best interest, however, to not keep relevant safeguarding staff fully informed.

Please note that historical allegations must go to the police.

It is important to see the role of safeguarding in all aspects of the work of the MAT. The following diagram from the NSPCC illustrates some of the necessary ingredients of developing a safer culture.



If the DSL/DDSL are not available

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

If they are unsure they can contact MARU for advice and guidance.

Contacting MARU (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name.
- D.O.B.
- Address.
- Family composition details (including names of parent(s) and siblings).
- Any key professionals working with the school.
- Factual information about the concerns you have.

Making a referral in writing

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website www.safechildren-cios.co.uk You must then send it in by secure email which is clearly highlighted on the referral form:

<https://www.cornwall.gov.uk/media/20401433/cornwall-inter-agency-referral-form.doc>

Please see the key contacts page for contact details.

Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this. If you are uncertain as your specific role in this, contact the DSL.

Resolution of Professional Differences

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker, they can contact MARU who will provide contact details of the worker and/or their manager.

Early Help

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services. These children are therefore much more vulnerable.

These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral, then they would contact the Early Help Hub.

Through this process the school will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following link:

<http://www.safechildren-cios.co.uk/media/28243514/cios-scp-threshold-guidance-august-2017.pdf>

Allegations made against staff or volunteers

Never let allegations by a child or young person go unrecorded or unreported, including any made against DSLs, headteachers, CEO or Governors. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported directly to the headteacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the headteacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made, then they will advise the school to complete the appropriate referral form. Please follow the link to:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/policies-procedures-and-referrals/>

This should then be sent to the MARU via a secure email account (see key contacts)

If any school receives a disclosure, about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.

The MAT has a legal requirement to protect staff from adverse publicity following any allegation under the Education Act 2002.

Child Abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015). Bullying and forms of bullying including prejudice based and cyber bullying can also be characterised as abusive and may include at least one, if not two, three or all four, of the defined categories of abuse shown below [**refer to School Bullying Policy**].

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may 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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

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.

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Schools and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/childcare-parenting/preventing-neglect-abuse-and-exploitation> and local procedures and strategies are available through www.safechildren-cios.co.uk

Each School will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors.

Annex A of KCSIE (September 2016) provides more detail on the following:

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take 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. (DfE Child Sexual Exploitation February 2017).

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures **must** be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

In addition, the school would access the CSE tool kit on the South West Child Protection Procedures website. www.swcpp.org.uk

Potential indicators of CSE are contained within Appendix A.

Radicalisation/PREVENT

Every school in SMART will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure **All** Staff and Governors implement the duty
- Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.
- Ensure any visiting speaker is vetted correctly

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Every school in SMART will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

Every school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2016) Please refer to School E-safety/Online Safety Policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the school with any concerns.

Concerns can be discussed with the Prevent Lead for Cornwall: See key contacts page at the front of this policy. MARU may also be contacted for advice. For immediate concerns contact the police directly.

Female Genital Mutilation (FGM)

Every school in SMART recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so and reporting to the headteacher, other safeguarding staff, MARU, child social services or police is felt to be more appropriate.

Potential indicators of FGM are contained within Appendix A.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that all our schools need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in every school in SMART.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

Each school is working hard to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to the individual school's Anti Bullying, Equality and Diversity, e-safety policies/online policies.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school may need to devise a policy /procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Every school in SMART must recognise that additional barriers can exist when identifying abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare, each school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

Online Safety

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our schools. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

All schools in SMART take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to School's E-safety Policies and the acceptable user policy for staff.

In relation to the filtering of online material each Primary and Secondary School in SMART adhere to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our e-safety policies.

Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism,

adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

EHE- Elective Home Education

We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents / carers confirming that they are withdrawing the child from the school to home educate. Further guidance is available via

<https://www.cornwall.gov.uk/media/24385261/information-for-home-educators-2016-17.pdf>
<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/education-welfare/elective-home-education/>
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=XP6kP8Hli2c>

The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.

Reduced Timetables

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at

<https://www.cornwall.gov.uk/reducedtimetables>

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for schools and educational settings' details further the actions and procedures that need to be followed

<https://www.cornwall.gov.uk/media/22616684/reduced-timetables-guidance-v20.pdf>

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

KCSIE (revised September 2016)

A designated children in care lead has been appointed from the senior leadership team please see the key contacts page for further details.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICES).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within their school who are in care or will ensure that a representative from SMART attends if attendance is a challenge for the school.

Young Carers

Each school recognises the needs of young carers in that they can be more vulnerable or placed at risk. Headteachers aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time any of the schools in SMART have a concern regarding a child who this may apply to, immediate contact will be made with MARU for guidance and advice.

Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves..

Advice or a referral can be made via MARU

Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.

Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).

Special Circumstances

Work Experience

The Trust has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in "Keeping Children Safe in Education (2016)".

Children staying with host families

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex E of "Keeping Children Safe in Education (2016)" to ensure that hosting arrangements are as safe as possible.

Confidentiality and Information Sharing

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately. They should then contact MARU.

Record Keeping

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

Allegations against staff

Allegations against staff are covered in all basic training and induction training that takes place within each school and is the responsibility of the headteacher.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the headteacher must be informed. If the headteacher is not available, then the DSL should be advised.

If the allegation concerns the headteacher then the CEO and Chair of the Trust must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances the headteacher, or Chair of Governors (if the allegation is against the headteacher) will contact the LADO for advice. As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations. The following issues need to be considered:

- what are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

If a referral needs to be made, then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-

<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

The MAT has a legal requirement to protect staff from adverse publicity following any allegation under the Education Act 2002.

Whistleblowing

Please adhere to SMART's whistleblowing policy.

NSPCC Whistleblowing helpline: 0800 028 0285

Supporting Staff

All SMART schools recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The culture of open support in SMART should enable staff in such situations to be able to talk to a member of the senior leadership team in their school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

In addition, the member of staff should be able to access support through:

- Their own GP.
- The Samaritans Telephone: 116 123.
- NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children).

Key Safeguarding Roles and Responsibilities

The responsibilities for safeguarding are shared between all members of the school community but the management of these processes are delegated to the DSL/DDSL in each school and the monitoring is delegated to the Safeguarding Governor for each school. It is the responsibility of the headteacher to appoint and monitor the work of their DSL and the responsibility of the Chair of Governors to appoint and monitor the work of their Safeguarding Governor.

The Safeguarding Director must be satisfied that the LGC is fulfilling its responsibilities to the correct level of scrutiny to leave autonomy for these process in their hands. They will verify this through the quality of response and KPI data passed to them by link governors.

The annual safeguarding review cycle

- **April** - The cycle begins with the Safeguarding Annual Audit which is produced under our SLA (service level agreement) with the Local Authority (should this cease then the MAT will compile its own), completed by the DSL in each school during April and circulated to all the DSLs in the MAT.
- **May** - The Audit is submitted to the local authority in May by the deadline specified by the SLA
- The Audit is assessed as part of the SLA and is returned to DSLs by end of summer term
- **Sept** – Tier 1 training for half and hour for all staff on the INSET day including prevent contacts
- All staff read 'keeping children safe in education part 1 and Annex A (Governors Annex B)

- **Sept** - The outcomes of the audit are presented to LGC by DSLs in the first meeting in September
- Questions are posed by safeguarding governor and others and outcomes sent to Director
- Director raises the audit outcomes at Trust Board to confirm all required actions in place.
- **November** – Half day additional training day including 20 minutes of prevent
- **Once per term** – Safeguarding governor visits to request evidence randomly from the audit as well as receiving feedback on actions agreed on the previous visit.
- **Every governor meeting** – there is a safeguarding update.
- The safeguarding director will attend at least one external safeguarding session per year and feedback to safeguarding governors so they can direct questions in their next meetings.

Expanding on the scheme of delegation

All responsibilities for safeguarding are summarised in the Scheme of Delegation which is reproduced for convenience below together with greater detail regarding the responsibilities of each role

Scheme of Delegation	DSL / DDSL must	Safeguarding Governor must
KPI: % of random 10 children can name a CP officer and lanyard colours.	<ul style="list-style-type: none"> • Promote and periodic check for awareness of key safeguarding procedures 	<ul style="list-style-type: none"> • Visit at least termly and include questioning of children
KPI: # notifications to MARU, PREVENT, discrimination (race, LGBT+ disability)	<ul style="list-style-type: none"> • Coordinate the work of the safeguarding team (DSL + DDSLs) • Notify Children's Social Care if there is an unexplained absence of a pupil on a Child Protection Plan. • Notify Children's Social Care if it is thought or known that a young person may be Privately Fostered. 	<ul style="list-style-type: none"> • Check without individual details: <ul style="list-style-type: none"> ○ procedures are in place to handle allegations against Staff, Volunteers and Governors and to inform the (LADO) in every case. ○ Notifications are correctly monitored
KPI: % attendance and persistent absent for all and for vulnerable groups	<ul style="list-style-type: none"> • Ensure accurate data is received by governors and broken down into vulnerable groups 	<ul style="list-style-type: none"> • Challenge attendance of vulnerable groups and particularly KPIs which fall below national averages
KPI: # follow up actions remaining from annual S175/157 safeguarding audit	<ul style="list-style-type: none"> • Take leadership responsibility for the school's Safeguarding and Child Protection arrangements • Ensure the audit is completed annually and that issues raised through the process are addressed in a timely manner. 	<ul style="list-style-type: none"> • Ensure that the school completes the annual safeguarding audit. • Conduct random sampling of responses to verify its accuracy. • Assist the DSL with the S175/157 safeguarding self- assessment on an annual basis
KPI: # governor visits in last 12m, #staff and students included in spot checks	<ul style="list-style-type: none"> • Ensure all staff confident in knowing what to do in a disclosure and where to go if they have concerns • Ensure opportunities for governors to effectively sample 	<ul style="list-style-type: none"> • visit the school regularly to review safeguarding within the school and include within visits regular discussions with children and staff

Scheme of Delegation	DSL / DDSL must	Safeguarding Governor must
KPI: % of random 10 children can find CEOPs and recall e-safety training.	<ul style="list-style-type: none"> Make sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website. 	<ul style="list-style-type: none"> Ensure there is an on-line/ e - safety Policy equipped to deal with a widening range of issues associated with technology. Check children's understanding
Ethos: Ensure leadership and chair promotes a culture of vigilance in which ALL responsible with open, transparent dialogue and challenges encouraged.	<ul style="list-style-type: none"> Ensure all Staff have regular reviews of their own practice within ongoing personal/ professional development. Uphold the ethos of open 'no-blame' encouragement and vigilance. 	<ul style="list-style-type: none"> Ensure that there is an open, honest and transparent approach without the divulgence of specific names and data. Challenge constructively
HR: Annual training and updates in 'Prevent' and Child Protection for ALL staff and governors. Specific training for DSL/DDSL and link governors.	<ul style="list-style-type: none"> Be a central contact for all staff Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents. Ensure records are kept so that no governors or staff miss annual training Ensure updates are circulated in a timely manner 	<ul style="list-style-type: none"> Ensure the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years. Ensure all Staff and governors receive annual appropriate training briefings and updates
HR: Arrangements for safer recruiting of all posts: Agree, establish, monitor	<ul style="list-style-type: none"> Ensure safeguarding questions are asked and recorded for every appointment 	<ul style="list-style-type: none"> Review the safer recruitment section of the policy to ensure that all appointments are compliant
Partnerships with primaries, LADO, MARU and all agencies are used appropriately and correctly notified e.g. private fostering, 'prevent', CP cases.	<ul style="list-style-type: none"> Be the initial point of contact for external agencies in relation to safeguarding issues Ensure transfer of children with safeguarding concerns between schools does not put them at risk 	<ul style="list-style-type: none"> Consider the processes used each year by the school to ensure smooth and safe transfer of vulnerable children
CSA: As part of balanced curriculum, all pupils receive awareness, information and skills for how to remain safe and well in relationships and online	<ul style="list-style-type: none"> Audit where wellbeing advice is delivered throughout the school Advise where there are gaps in coverage or inappropriate timing/frequency Ensure e-safety training occurs early in year 7 	<ul style="list-style-type: none"> Verify that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
Audit: SCR in place, for all governors, staff and visitors with the same version in use across all schools including safe access control and name badges.	<ul style="list-style-type: none"> Ensure records are kept up to date, safely and securely Ensure children know the meaning of lanyard colours and these are enforced correctly Ensure SCR (single central record) is being managed and updated correctly 	<ul style="list-style-type: none"> Ensure safe access is occurring for all visitors Ensure the SCR processes are understood by the DSL and DDSL

Scheme of Delegation	DSL / DDSL must	Safeguarding Governor must
<p>Audit: Up to date Safeguarding Policy, Behaviour and anti-bullying policy, all named roles are up to date and trained for their roles. E.g. CiC governor.</p>	<ul style="list-style-type: none"> • Ensure that governors are informed about procedures and empowered to challenge these including through on site visits. • Ensure there is an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care. • Ensure all Staff, (including volunteers and frequent visitors) are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about each School's policies and procedures. 	<ul style="list-style-type: none"> • Ensuring the DSL is part of the senior team and has sufficient DDSLs who they manage to ensure there is always at least one on site. • Ensure there is a nominated link Governors for all of the following roles who have been trained and are up to date nationally and locally <ul style="list-style-type: none"> ○ Child Protection and Safeguarding. ○ Whistleblowing governor ○ CiC link governor ○ SEND link governor • Safeguarding is an agenda item at every full governing committee meeting • That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.
<p>Risk register for safeguarding is up to date: maintain</p>	<ul style="list-style-type: none"> • Ensure records are kept up to date, safely and securely 	<ul style="list-style-type: none"> • Discuss and view the risk register and review annually
<p>Robust systems for reporting, detecting patterns in data, monitoring and tracking outcomes particularly for CP children: Agree, monitor</p>	<ul style="list-style-type: none"> • Ensure records are kept up to date, safely and securely • Look for patterns in attendance data for early indicators of CME, CSE, neglect etc. • Ensuring governors are able to challenge effectively 	<ul style="list-style-type: none"> • Understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.

Designated Safeguarding Lead (DSL) and Deputy (DDSL)

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. All schools in SMART follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and these are transferred into our scheme of delegation as described above: The DDSL is to deputise for all of the roles of the DSL even if, as is the case with the larger schools in SMART, there are multiple DDSLs. If there are multiple DDSLs then the DSL should ensure that there is excellent communication between the Safeguarding team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

Local Governing Committee Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016). These are transferred into our scheme of delegation as described above:

Named Adults in Early Years Settings (EYFS)

The DfE statutory framework requires...

- every YFS child to have a named key person (1.10) and this must be communicated to the parents/carers together with the details of the role. In larger groups where both a teacher and TA work in order to ensure ratios of children to staff are appropriate, both will be named as the key person together.
- Every EYFS child is free of any form of corporal punishment, threat of corporal punishment or punishment which might adversely affect a child's well-being.

Safer Recruitment

The headteacher of each school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme and as such ensures that...
 - Clear job specification and commitment to safeguarding is provided in the recruitment pack
 - Opportunity is provided to self-certify on relevant cautions or convictions
 - All offers are made subject to DBS, original copies of documents and verified references
 - All sections of the application form are completed without exception including gaps
 - Allocation of correctly briefed mentors for newly appointed staff

Every school in SMART maintains their own Single Central Record (SCR) which demonstrates they have carried out the range of checks required by law on their staff and regular visitors.

Every school in SMART complies with the requirements of KCSIE, September 2016 - Part 3

Every school in SMART complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

Attendance at Child Protection Conference

If a child or young person becomes the subject in a Child Protection Conference the school may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

Training

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and child protection training / briefings which will be regularly updated.(minimum of yearly) In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors' meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Child discloses Abuse.

The schools DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support their school in ensuring safeguarding arrangements are robust and achieving better outcomes for the pupils in their school.

The Local Governing Committee of each school will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

Safeguarding training assurance from 3rd party providers/contractors

It is the responsibility of the School to seek assurance from the 3rd party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the School has the assurance needed). In addition to this, the School will ensure that contractors/3rd party suppliers receive local safeguarding information (the School safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3rd party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance, the School will keep a record of responses from contractors/3rd party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, this safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site of a SMART school, the headteacher of that school is responsible for checking that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, their school will check that effective safeguarding/ child protection arrangements are in place.

Photography and images

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in any school.

The DSLs and Safeguarding Governors will take responsibility for ensuring this policy is updated and for informing all staff and the LGCs of key changes.