



### **Child Protection and Safeguarding Policy**

#### **Named staff and contacts**

- Designated Safeguarding Lead: Lizzie Papworth
- Deputy Designated Safeguarding Lead: James Ellis

#### **Head of Service – Safeguarding and Performance Service**

Kelda Claire: 0116 305 9084 / 07507 686100

#### **LADO/Allegations:**

Kim Taylor: 0116 305 7597

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#### **Safeguarding Development Officers:**

Simon Genders: 0116 305 7750

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#### **First Response Children's Duty (Same-day referrals):**

Telephone: 0116 305 0005

Email: [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)

First Response Children's Duty, Room 100b, County Hall, Championship Way, Glenfield. LE3 8RF

**All other referrals including Early Help Services:** <http://rsb.org.uk/childreport>

**Early Help queries and Consultation Line:** 0116 3058727

Foxfields Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "[Keeping children](#)

[safe in education – Statutory guidance for schools and colleges](#), September 2020 and [“Working Together to Safeguard Children”](#), 2018.

- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

This policy applies to all staff, volunteers, governors and visitors to the school. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents as appropriate.

**The aims of this policy are:**

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff and volunteers working within our school, who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check including a prohibition order check for teachers, and a central record is kept for audit.

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children’s worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help;

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- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Provide clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- Have a designated professional lead for safeguarding. Their role is to support other professionals in the school to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.
- Deliver appropriate supervision and support for staff, including undertaking safeguarding training;
- Provide a mandatory induction to all staff, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.

### **Safeguarding in the Curriculum**

We are committed to giving our pupils the tools and knowledge that is required to keep themselves and each other safe from harm. Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:

- Bullying including cyberbullying
- Drugs, alcohol and substance abuse (including awareness of County Lines and the criminal exploitation of children where appropriate.
- Online safety
- The danger of meeting up with strangers
- Fire and water safety
- Road Safety
- Domestic abuse
- Healthy relationships and consent
- (So called) Honour based violence issues (HBV) e.g. forced marriage, female genital mutilation (FGM) (see appendices 1 and 2)
- Sexual exploitation of children (CSE) (see appendices 1 and 2)
- Child criminal exploitation (including cybercrime)
- Preventing extremism and radicalisation (see appendices 1 and 2)

All topics are delivered sensitively and at an appropriate level to ensure it is appropriate to the ability of the pupils.

## **Roles and Responsibilities**

### **General**

All adults working with or on behalf of children have a responsibility to safeguarding and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with children protection responsibilities within the school.

### **Governing Body**

In accordance with the statutory guidance “Keeping children safe in education” September 2020, the Governing Body will ensure that: -

- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Trust approved training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via Trust safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities (including this policy, Part 1 and Part 5 of Keeping Children Safe in Education, the pupil behaviour policy and how to respond if children go missing). The Local Authority Induction leaflet, (“Safeguarding in Education Induction – Child Protection Information, Safer Working Practice”) will be used as part of this induction and Annex A from “Keeping children safe in education” September 2020 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings May 2019”.

- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

### **Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer.
- 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. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

### **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the Safeguarding Children Partnership on safeguarding and child protection.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed).
- Act as a source of support, advice and expertise within the school.
- To attend and contribute to child protection conferences and other social care meetings when required.
- Be alert to the specific needs of children in need - those with special educational needs, disability and young carers
- Ensure each member of staff has access to and understands the school’s safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;

- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” and Annex A to those working directly with children;
- Keep detailed (signed and dated), accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible – this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

### **Records, Monitoring and Transfer**

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down, signed and dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. All records are kept confidentially and are locked away allowing access only to the designated safeguarding lead and the senior leadership team but only when information is required to be accessed.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case chronology, summarising case activities helps to enable effective monitoring. Any actions taken are clearly indicated.

When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a designated safeguarding lead in the receiving educational establishment, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named designated safeguarding lead and a photocopy kept. Files requested by other agencies, such as the police, are photocopied.

### **Information Sharing and confidentiality**

The statutory safeguarding guidance, Keeping Children Safe in Education, September 2020, states that:

- 'Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies.'
- 'School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.'
- 'It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'

We recognise that all matters relating to child protection are highly confidential and the Headteacher or Designated Safeguarding Lead will share that information on a 'need to know, what and when' basis. All safeguarding concerns and consequent actions are recorded via the school's electronic system, such records are restricted to whole staff access and are only accessed after an incident when required to do so. These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. Where knowledge or suspicion of abuse is an issue, professionals can never promise confidentiality and neither should they promise to keep secrets. Information will be shared in line with the key principles outlined in 'What to do if you are worried a child is being abused 2015'. In cases involving possible child abuse the school has a duty to share information.

### **Support to pupils and school staff**

**Support to pupils** - Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability.

**Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and

intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. Where specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of abuse and to ensure the safety of all staff and pupils. Appropriate support will also be offered to both victim and perpetrator. See appendices 1 and 2 for a definition and indicators of peer and peer abuse.

**Sexting** - School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being: -

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will **not** be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

**Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is now a criminal offence and typically involves taking a picture under a person’s clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm.

#### Responding to an incident

School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.

We will liaise with the police, social care and parents as appropriate.

We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

**Children Missing Education (including absence from school)**– our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. All cases of children missing education



will be reported to Leicestershire County Council. For information regarding children at risk of missing education see the attendance policy.

**Child sexual exploitation (CSE)** - is a form of sexual abuse where children are sexually exploited for money, power or status. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate. See appendices 1 and 2 for a definition and indicators of CSE.

**Child Criminal Exploitation** - Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime is associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.

**So-called 'honour-based' violence (HBV)** – this encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendices 1 and 2), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

**Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

**Domestic abuse** - Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Children never just 'witness' domestic abuse; it always has an impact on them. Children may experience domestic abuse directly, but they can also experience it indirectly by: hearing the abuse from another room; seeing a parent's injuries or distress afterwards; finding disarray like broken furniture; being hurt from being nearby or trying to stop the abuse; experiencing a reduced quality in parenting as a result of the abuse. See appendix 5 for information about how the school will be informed of incidents of domestic abuse through Operation Encompass.

**Support for Staff** - As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

**Working with parents/carers** - The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

### **Early Help**

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

'A multi-disciplinary approach, that brings a range of professional skills and expertise through a "Team around the Child" approach.

- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to resolve their own problems
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

If early help is appropriate, a 'request for services' form will be submitted to Leicestershire County Council alongside the contribution of the child, family and other relevant professionals. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referrals**

If it is appropriate to refer the case to local authority children's social care or the police, The Headteacher, DSL or Deputy DSL, will make the referral. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The Headteacher, DSL or Deputy DSL, must follow up with

the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the Headteacher, DSL or Deputy DSL, or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

It is good practice for professionals to discuss any concerns they have with the person(s) who has parental responsibility for the child/children, and where possible, to inform them of school's intention to make a referral to social care. Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet. However, there are exceptional circumstances where such discussion may place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without the knowledge of the person(s) with parental responsibility, although social care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Sexual abuse, organised abuse or fabricated illness is suspected
- It isn't possible to contact parents/carers without causing undue delay in making a referral
- Issues of staff safety
- The risk of destroying evidence
- The likelihood of children or other family members being intimidated
- Possibility of increased risk of domestic abuse
- Possibility of the family moving to avoid professional scrutiny.

The Designated Safeguarding Lead should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – **no photograph should be taken except by the Police and/or if appropriate**. Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family has been informed of the reasons for the concern and the actions taken by the Designated Safeguarding Lead.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to social care. Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question. Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the Designated Safeguarding Lead should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The following safeguarding concerns will be managed through the stated procedures (a safeguarding referral may be made in conjunction with additional procedures):

### **Female Genital Mutilation (FGM):**

Any **teacher** who discovers that an act of **FGM appears to have been carried out on a pupil under 18** must **immediately report this to the police, personally**. This is a **statutory duty**, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is at risk of FGM or discovers that a pupil age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

### **Extremism and Radicalisation:**

Where there is a concern, the Headteacher, DSL or Deputy DSL, will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

### **Contextual Safeguarding**

Contextual safeguarding recognises that as young people grow and develop they are influenced by a whole range of environments and people outside of their family. For example, in school, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe.

We will endeavour to work with services and agencies within the context of our pupils' lives to ensure we facilitate effective safeguarding, in response to concerns and as preventative intervention.

### **Responding to Concerns**

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the Designated Safeguarding Lead immediately, or a member of the senior leadership team in their absence. It is important that all parties act swiftly and avoid delays.

It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information;
- keep such concerns to themselves;
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. The Designated Safeguarding Lead/Headteacher will ensure that:

- factual information only is shared;

- the information is shared appropriately and confidentially with the appropriate professionals;
- this is recorded on the child's individual, confidential file in school.

The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website [www.lrsb.org.uk](http://www.lrsb.org.uk)).

Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

### **Allegations made against people who work with children**

Where any member of staff becomes aware that someone in a position of trust, this refers to all adults that work with children, has harmed a child or behaved in a way that indicates that they may be unsuitable in a position of trust, the Local Authority Designated Officer(s) (LADO) must be contacted to discuss all concerns promptly.

#### Leicestershire County Council LADO:

Allegations line: 0116 305 4141

#### Individual Leicestershire LADO contact information:

Kim Taylor: 0116 305 8161

Lovona Brown: 0116 305 8161

### **If a child requires immediate medical treatment:**

If a child comes to school in need of immediate medical treatment they should initially be taken to a school's designated first-aider, where appropriate action will be taken. This may involve:

- a call or delivery to the local health centre;
- delivery to hospital;
- a call to emergency services.

If in the judgement of the Designated Safeguarding Lead or Senior Leadership Team, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The Designated Safeguarding Lead must refer the case to Social Care. Provision of medical treatment should not be delayed by attempts to contact the parent or carer in advance and in some cases of suspected child abuse it would be inappropriate to alert parents/carers.

Child of whom there is a suspicion of possible abuse but no need for immediate medical treatment: If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.

### **Recruitment and Selection of Staff**

The school's safer recruitment processes follow the statutory guidance: "*Keeping children safe in education September 2020, Part Three: Safer recruitment.*" The school will provide all the relevant

information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training. Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

See CIT Safer Recruitment Policy for more information.

### **Other Relevant Policies**

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Policy
- Attendance Policy
- Anti-Bullying
- Health and Safety
- CIT - Acceptable Use of Internet Policy
- CIT – Code of Conduct
- CIT – Whistleblowing Policy
- CIT – Dealing with Allegations
- CIT – Looked After Children (LAC) Policy
- CIT - Mobile Device Policy
- CIT – Safer Recruitment Policy
- CIT – Staff Handbook

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

## Appendix 1: Definitions of Abuse

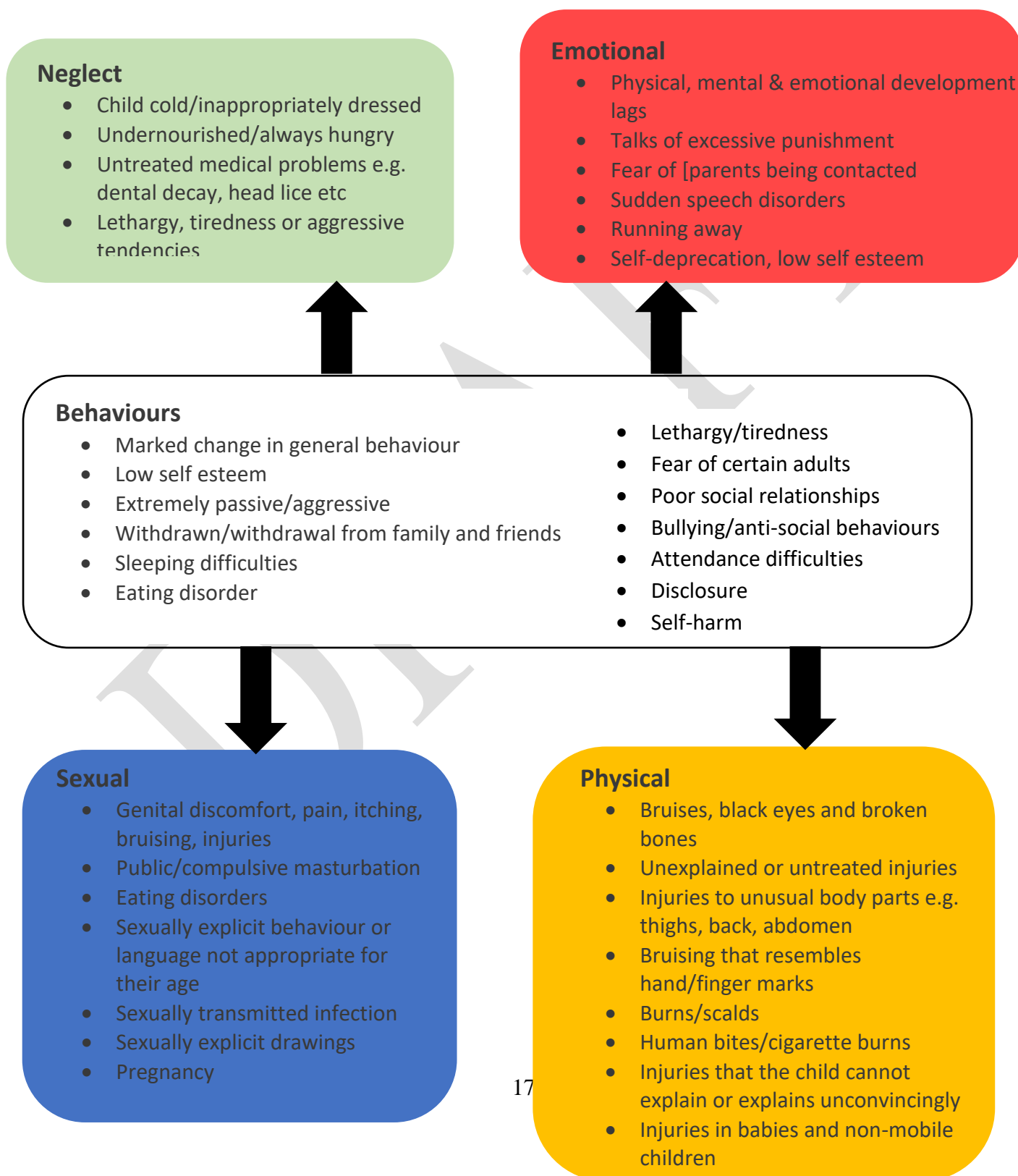
Neglect	Emotional Abuse
<p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to;</p> <ul style="list-style-type: none"> <li>• Provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>• Protect a child from physical and emotional harm or danger</li> <li>• Ensure adequate supervision (including the use of inadequate care-givers)</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> <p>It may also include unresponsiveness to, or neglect of a child’s basic emotional, social and educational needs.</p>	<p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve;</p> <ul style="list-style-type: none"> <li>• Conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person</li> <li>• Not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate</li> <li>• Developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability</li> <li>• Overprotection and limitation of exploration and learning</li> <li>• Preventing the child participating in normal social interaction</li> <li>• Seeing/hearing the ill treatment of another</li> <li>• Serious bullying causing them frequently to feel frightened or in danger</li> <li>• Exploitation or corruption of them</li> </ul> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
Sexual Abuse	Physical Abuse
<p>A form of abuse which may involve;</p> <ul style="list-style-type: none"> <li>• Forcing or enticing a child 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</li> <li>• Physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li> <li>• Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse</li> </ul> <p>In addition; Sexual abuse includes abuse of children through sexual exploitation, see Child Sexual Exploitation definition.</p>	<p>A form of abuse which may involve;</p> <ul style="list-style-type: none"> <li>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child</li> <li>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child</li> <li>• Injuries in babies and non-mobile children</li> </ul>

Peer on Peer Abuse/Gang Initiation/Sexual Violence	Child Criminal Exploitation (CCE)
<p>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) 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 initiating/hazing type violence and rituals.</p> <p>It may be appropriate to regard a young person’s behaviour as abusive if:</p> <ul style="list-style-type: none"> <li>• There is a large difference in power (for example age, size, ability, development) between the young people concerned</li> <li>• The perpetrator has repeatedly tried to harm one or more other children</li> <li>• There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused</li> </ul> <p>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. 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.</p>	<p>Child criminal exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child. 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 encompasses; Child Sexual Exploitation, County Lines and Gang related crime.</p> <p>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.</p> <p>County Lines is the police term for urban gangs exploiting young people into moving drugs from hub, normally a large city, into other suburban areas, using mobile phones or ‘deal lines’. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.</p> <p>Gangs can be part of CCE, a gang can mean; a peer group of relatively small and transient social grouping, a street gang which is a group of young people for whom crime and violence is integral to the group’s identity, or organised criminal gangs which is a group of individuals for whom involvement in crime is for personal gain.</p> <p>It is not illegal for a young person to be in a gang but gang membership can be linked to illegal activity</p>
PREVENT	Female Genital Mutilation (FGM)
<p>The Prevent strategy is part of an overall counter-terrorism strategy CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to ‘prevent people from being drawn into terrorism.’</p>	<p>Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO).</p> <p>It is also sometimes referred to as female genital cutting or female circumcision. There are no health benefits to FGM and it is recognised internationally as a human rights violation.</p>



## Appendix 2: Indicators of Abuse\*

\*These indicators are not exhaustive and whilst the factors detailed below may be an indication that a child is facing / at risk of abuse, it should not be assumed that is the case simply on the basis of someone presenting with one or more of these warning signs.



### **Peer on Peer Abuse/Gang Violence/Sexual Violence**

- Physical harm caused by others
- Disengagement from school
- A large imbalance of power between peers
- Avoiding certain peers or peer groups
- Unexplained injuries
- Vague disclosures (this can refer to injuries, new items, where they have been etc)
- Sudden development of sexual behaviour
- Bullying behaviours
- An increase in sexual comments, jokes or taunting
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence - It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media, and sexual exploitation; coercion and threats
- Use of new or unknown slang words
- Holding unexplained money or possessions
- New nickname
- Graffiti style tags on possessions or environment
- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs

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

- Acquisition of money, clothes, mobile phones etc, without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Leaving home/care without explanation and persistently going missing or returning late
- Inappropriate sexualised behaviour/sexually transmitted infections
- Relationships with controlling or significantly older individuals or groups
- Increasing secretiveness around behaviours and relationships
- Self-harm or significant changes in emotional wellbeing

### **Prevent**

- Unwillingness or inability to discuss their views/expressing extremist views
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Talking as if from a scripted speech
- Refusing to listen to different points of view
- Embracing conspiracy theories
- Converting to a new religion

### **Female Genital Mutilation (FGM)**

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of;

- Planning to take, or returning from long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt

Physical effects of FGM;

- Difficulty walking, standing or sitting
- Spend longer in the bathroom or toilet
- Severe pain, bleeding, infection such as tetanus, HIV and hepatitis B and C

### Appendix 3: PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

#### **Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.

#### **Headteacher (or Chair of Governors)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children’s Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO)
  - Co-operation with the investigating agency’s enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

## Appendix 4:

### Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

Foxfields Academy adheres to the Prevent Duty Guidance for England and Wales, to access this guidance [click here](#).

#### **Useful links:**

Free e-learning module: <https://www.elearning.prevent.homeoffice.gov.uk/>

<https://lrsb.org.uk/prevent>

<https://www.leicesterprevent.co.uk/about-us/>

<https://www.leics.police.uk/advice/advice-and-information/t/prevent/prevent/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

## Appendix 5: Operation Encompass

**OUR KEY ADULTS ARE: Lizzie Papworth (DSL) & James Ellis (Headteacher)**



Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's,

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.