



## Keeping Children Safe in Education

### Child Protection and Safeguarding Policy

Safeguarding and promoting the welfare of children is everyone’s responsibility. ‘Children’ includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE Sept. 2024)

#### Key Information for Mehria Primary School

- The School Designated Safeguarding Lead (DSL) is: Zile Humm
- The School Deputy Designated Safeguarding Leads (DDSL) is: Zia Qazi
- The School Single Point of Contact (SPOC) for the Prevent agenda is: Zile Humma
- The School Safeguarding Governor is: Widat Pokem

#### Title page and key contacts within school

<b>CONTENTS PAGE</b>	1-3
<b>1. Introduction and Context</b>	
1.1 Our responsibilities	4-6
1.2 Meeting your communication needs	7
1.3 Terminology	7
1.4 Acronyms	8
1.5 Key Documents	8
<b>2. Our Principles</b>	9
2.1 Key elements of this policy	10
<b>3. Early Help (with local referral contacts)</b>	11
<b>4. Child Abuse</b>	12
4.1 Physical Abuse	12
4.2 Emotional Abuse	12

4.3 Sexual Abuse	12
4.4 Neglect	13
4.5 Bullying – Cyberbullying	13
<b>5. Reporting your concerns- making a referral</b>	<b>13</b>
5.1 General Principles	13
5.2 If the DSL/DDSL are not available	13
5.3 Contact MASH	14
5.4 Making a referral in writing	14
5.5 Informing Parents	14
5.6 Resolution of Professional Differences	14
5.7 Managing allegations about adults	15-16
5.8 If the child/family are already known to Social Care	17
<b>6. Specific Safeguarding Issues</b>	<b>18</b>
6.1 Child Sexual Exploitation (CSE)	18
6.2 Extremism/ Radicalisation/PREVENT	19
6.3 Honour based Abuse	20
6.4 Female Genital Mutilation (FGM)	20
6.5 Forced Marriage	20
6.6 Child on child Abuse	21
6.7 Sexual violence and sexual harassment between children in schools	22
6.8 Special educational Needs and Disabilities	22
6.9 Online Safety including filtering	23
6.10 Domestic Abuse	24
6.11 Children Missing Education Attendance	24
6.11.1 EHE- Elective Home Education	25
6.12 Looked after children and previously looked after children	25
6.13 Young carers	26

6.14 Private Fostering	26
6.15 Modern Slavery and Human Trafficking	26
6.16 Contextual Safeguarding	26
6.17 Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	26
6.18 Serious Violence	28
6.19 Special Circumstances	28
6.20 Homelessness	29
6.21 Child Mental Health	29
6.22 Children who are lesbian, gay, bi, or trans (LGBT)	29
<b>7. Confidentiality and Information Sharing</b>	<b>30</b>
<b>8. Record Keeping</b>	<b>30</b>
<b>9. Allegations against Staff</b>	<b>31</b>
<b>10. Whistle blowing</b>	<b>34</b>
<b>11. Safeguarding roles and responsibilities</b>	<b>34</b>
11.1 Designated Safeguarding Lead	34
11.2 Deputy Designated Safeguarding Lead	34
11.3 Governing Body including the role of the safeguarding governor	34
<b>12. Safer Recruitment</b>	<b>34</b>
<b>13. Attendance at Child Protection Conference</b>	<b>35</b>
<b>14. Training</b>	<b>35</b>
<b>15. Extended School and Off-site arrangements</b>	<b>36</b>
<b>16. External visitors</b>	<b>36</b>
<b>17. Photography and Images</b>	<b>36</b>
<b>18. Supporting Staff ***NSPCC, Samaritans, GP</b>	<b>37</b>
19. Female Genital Mutilation (FGM)	41

## APPENDICES:

Appendix A: Signs and Indicators of abuse

Appendix B: Managing a Disclosure of Abuse

Appendix C: Procedures if an allegation is made against a member of staff

Appendix D: Key Roles and Responsibilities

Appendix E: Key messages from Serious Case Reviews

## **1. Introduction and Context:**

### **1.1 Our responsibilities:**

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act. In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should 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.

The designated safeguarding lead and any deputies should liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2024. This guidance must be adhered to in full by all schools and colleges.

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of (Keeping Children safe in Education September 2024).

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

The three safeguarding partners will have set out in their published arrangements which 4 organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multiacademy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way. This policy develops procedures and good practice within our school, 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 endeavour to provide safe and welcoming environments where children are respected and feel valued. It provides evidence of how this will be implemented within our school 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, including

temporary staff, volunteers, parents and carers through the schools websites and hard copies will also be available.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

### **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see 6.8)

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health
- health needs
- Are looked after or previously looked after (see section 6.12)

## **1.2 Meeting your communication needs**

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.

## **1.3 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 Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school
- **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.
- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required

to provide services for children in need for the purposes of safeguarding and promoting their welfare.

#### **1.4 Acronyms used in this policy**

**DSL** – Designated Safeguarding Lead

**DDSL** – Deputy Designated Safeguarding Lead

**MASH** – Multi Agency Safeguarding Hub

**CSE** – Child Sexual Exploitation

**FGM** – Female Genital Mutilation

**KCSIE** – Keeping Children Safe in Education (**September 2024**)

**LSCB**-Luton Safeguarding Children Board

**LADO** – Local Authority Designated Officer

**SEND** – Special Educational Needs and Disability

#### **1.5 Key Documents This is an overarching policy and should be read in conjunction with the following documents:**

Keeping Children Safe in Education (Sept 2021), which is the statutory guidance for Schools and Colleges.

Working Together to Safeguard Children (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. This guidance applies in its entirety to all schools.

What to do if worried a child is being abused: Advice for Practitioner. March 2015.

Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers March 2015. Revised July 2018.

[Threshold Framework – Luton Safeguarding Children Board \(lutonlscb.org.uk\)](http://lutonlscb.org.uk)

The Prevent Duty Departmental, advice for Schools and child care providers June 2015.

Multi agency Statutory Guidance on Female Genital Mutilation Updated October 2018

Children Missing Education- Statutory guidance for local authorities September 2016.

Multi agency Statutory Guidance for dealing with Forced Marriage June 2014

Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017



Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised May 2019.

Sexual Violence and sexual harassment between children in schools and colleges Sept 21

Improving responses to sexual abuse of Black, Asian and minority ethnic children March 21

Criminal Exploitation of children and vulnerable adults: County Lines guidance Updated September 2018

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

Beyond referrals – levers for addressing harmful sexual behaviour in school

The scale and nature of child sexual abuse: Review of evidence (csacentre.org.uk)

Domestic Abuse Act 2021 (legislation.gov.uk)

Education and Training (Welfare of Children) Act 2021 (legislation.gov.uk)

- Conflict Resolution Policy (Resolving Professional Difference)

- Neglect Strategy

- Child Sexual Abuse Strategy 2018-21

- Missing and Sexual Exploitation Strategy 2018-19

## **2. Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. 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. We will seek to:

- Ensure that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.

- We are committed to ensure that we at all times demonstrate anti discriminatory and antioppressive practice throughout the school and with our parents, carers and all those we work with.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Maintain an attitude of 'it could happen here' at all times.
- Ensure that all staff working on school sites are appropriately briefed in Safeguarding
- all staff receive appropriate safeguarding and child protection training (including online safety) at induction, and that online safety training is provided as part of regular updates

### **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are.
- 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.
- appropriate training and support for their role and that we are adhering to Annex B of KCSIE (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.
- 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 Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), on-line use or other such issues and that such record are securely placed.

- 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.
- Risk-assess any off-site activity, led by us, the school.

### **3. Early Help**

Our school provides Early Help support and guidance to all parent/carers and our pupils.

“Early Help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse.” (KCSIE Sept. 2024)

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 can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. 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. The school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Within Luton, 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 Luton
- 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.

Contact details: Telephone: 01582 548 231

If staff have any concerns about a child's welfare they must act immediately.

#### **4. Child Abuse**

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revision in July 2018.

##### **4.1 Physical abuse**

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.

##### **4.2 Emotional abuse**

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.

### **4.3 Sexual abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. Victims can be exploited even when activity appears to be consensual.

### **4.4 Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter.
  - 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.

### **4.5 Bullying**

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [refer to School Bullying Policy and Online Safety Policy].

## **5. Reporting your concerns**

### **5.1 General Principles – Designated Safeguarding lead**

DSLs should take 'lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement

**and achievement at school.** 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. Early information sharing is vital for effective identification, assessment and support.

### **5.2 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.

**Please contact Zile Humma the School Safeguarding Lead if you need any support, advice and guidance.**

Contact details: MASH 01582 547 653

If the concerns arise out of office hours contact 0300 300 8123

E-mail [MASH@luton.gov.uk](mailto:MASH@luton.gov.uk)

### **5.3 Contacting MASH (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

### **5.4 Making a referral in writing:**

**5.5 Voice of the Child 'It is important that children feel heard and understood. Therefore, our designated safeguarding lead has the knowledge and skills to:**

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

## 5.6 Resolution of professional differences

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.

## 5.7 Managing Allegations about Adults:

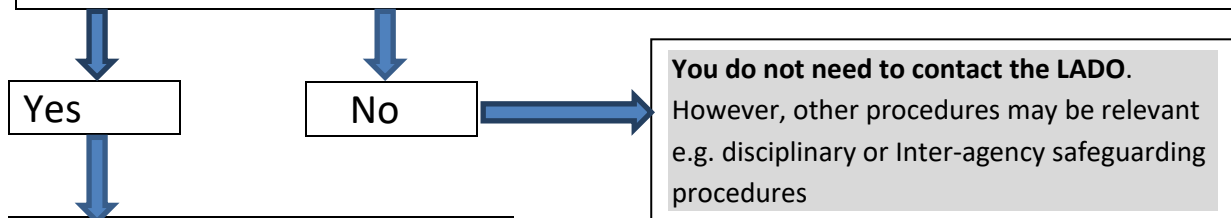
# Managing Allegations or Concerns about Adults who Work/Volunteer with Children

## Quick Reference Guide

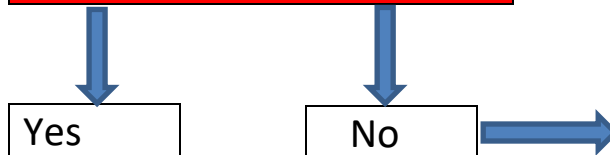
Is it **alleged** (or there is a concern) that an adult who works with children has:

- harmed a child
- committed a criminal offence in relation to a child
- behaved towards a child/ren in a way that indicates they may pose a risk to children

**See over for further guidance – What the LADO needs to know about**



**Child/ren may have suffered significant harm\***



Do the following:
Contact Children’s Social Care (MASH) or Police – Public Protection Team <b>without delay</b>
Inform parents or carers unless doing so may put the child/ren at risk.
Contacts
Social Care – MASH 01582 547653

**Please contact the LADO on 5480609**

**Before** making contact please take note of the following Do’s and Don’ts

**DO**

- Clarify, with the person reporting the matter, basic information such as when, where, who. It is ok to make your own notes of what you are told.
- Take all allegations or concerns seriously

**DO NOT**

- Investigate the matter at this stage. Avoid seeking written statements until after you have spoken to the LADO.
- Seek alternative explanations or offer your own personal view

Emergency Duty Team (out of hours) 0300 3008 123
Police – Public Protection Team 01234 846960

## What the LADO needs to know about

We acknowledge that each circumstance has a unique context and therefore if, after reading this guidance, you remain unsure please contact the LADO for further advice.

The LADO <b>does not</b> need to know about the following	
Situation	Advice
Concerns about the welfare of a child which are <u>not</u> connected to an adult in a position of trust	Contact the <u>Multi Agency Safeguarding Hub (MASH)</u> on <b>01582 547653</b> . (Out of hours - <b>0300 300 8123</b> ). If you are concerned about immediate risk of harm call the police on <b>999</b> or <b>01582 401212</b> .
Allegations or concerns about adults working exclusively with vulnerable adults	Please contact the Safeguarding Vulnerable Adults team on 01582 547730 or 547563
Parental complaints regarding peer on peer bullying.	Follow your organisations anti bully policy
Staff issues that do not relate to child safety or welfare	Contact your Human Resources provider.
Physical intervention that sits within the scope of the Governments <i>Use of Force guidance (2013)</i>	See DfE website , search <i>Use of Force (2013)</i>
<u>Most</u> circumstances where the presenting issue relates to poor practice, error or accident.	Contact your Human Resources provider.
The LADO <b>does</b> need to know about the following (use flow chart)	
<b>Physical</b> : Allegation of physical mistreatment or abuse against an adult in a position of trust. <i>Includes</i> - hitting, shaking, pushing, aggressive or intimidating behaviour . <b>Note:</b> <i>If concern is about significant harm (an injury for example) please contact the MASH first and the LADO second</i>	
<b>Sexual</b> : Disclosure of sexual abuse perpetrated by an adult in a position of trust . <i>Includes</i> - sexual assault, sexual touching, sexual relationship, grooming behaviour, other behaviour which causes concern about a sexual motivation towards a child. <b>Note:</b> <i>If concern is about significant harm please contact the MASH first and the LADO second.</i>	
<b>Emotional</b> : An adult in a position of trust emotionally mistreating children. <i>Includes</i> – excessive shouting, belittling, humiliating, making fun of a child, persistently choosing to ignore a child’s needs. <b>Note:</b> <i>If concern is about significant harm please contact the MASH first and the LADO second.</i>	
<b>Neglect</b> : An adult in a position of trust neglecting their duty to keep children safe. <i>Includes</i> – serious or persistent failure to adequately supervise a child. Failure to take action to protect a child from harm or abuse. <b>Note:</b> <i>If concern is about significant harm please contact the MASH first and the LADO second.</i>	



### **5.8 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 MASH who will provide contact details of the worker and/or their manager.

### **6. Specific Safeguarding Issues**

**At Mehria all staff are able to reassure any victims that disclose that they are being harmed will be taken seriously and be kept safe.**

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)
- Children missing from Education
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Child criminal exploitation – county lines
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)

- Hate • Mental Health
- So called 'Honour-based' abuse
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools
- 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
- Serious violence
- Homelessness

Our 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 2024) provides more detail on the following:

### **6.1 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). It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse 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 MASH and where the risk is immediate to the police.

If any staff is concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School. Potential indicators of CSE are contained within Appendix A.

## **6.2 Extremism/Radicalisation/PREVENT Extremism:**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018) Our school will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization The HT/Principal 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.

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).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety. Our school will respond to any concern about Extremism/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 [https://m.luton.gov.uk/Page/Show/Community\\_and\\_living/crime-and-community-safety/letstalkaboutit/prevent/Pages/default.aspx](https://m.luton.gov.uk/Page/Show/Community_and_living/crime-and-community-safety/letstalkaboutit/prevent/Pages/default.aspx)

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. The 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

**2024)** Please refer to our school e-safety/online safety policy. All staff in the first instance should contact the SPOC (Single Point of Contact) within the with any concerns.

Staff should inform the DSL as soon as possible if they make a referral to local authority children's social care about any extremism concerns.

**If you have any questions or** concerns or you want to find out more how to help someone close to you visit [actearly.uk](http://actearly.uk)

**If you are worried about someone** you can call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers.

This advice line is available every day 9:00am to 5:00pm. Calls outside of these hours will be transferred to specialist Counter Terrorism officers.

For more information visit [Bedfordshire Police website - Terrorism in the UK](#)

You can also call the Anti-Terrorist Hotline on 0800 789 321 to report anything. (different number to Prevent advice line)

Additional contact details:

email: [prevent@luton.gov.uk](mailto:prevent@luton.gov.uk)

### **6.3 Honour-Based Abuse**

So called honour-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, it includes female genital mutilation, forced marriage, and practices such as 'breast ironing'.

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

Our school recognises and understands that there is a 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 MASH. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless they have been specifically told not to disclose this information. Potential indicators of FGM are contained within Appendix A.

### **6.5 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 the school had a concern regarding a child who this may apply too immediate contact will be made with MASH for guidance and advice.

## **6.6 Child on Child Abuse**

Mehria Learning has a whole school approach to challenging child on child abuse with clear consequences and interventions that are discussed with both parent/carers and the pupils.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school 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 the school.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence<sup>9</sup> such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)
- upskirting<sup>12</sup> which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff understand the clear expectations from Senior Leaders that child on child abuse will not be tolerated and will be given guidance on how to manage and reduce risk. Please refer to the Peer on Peer Abuse policy we have in school.

Please also refer to our school's Anti Bullying, Equality and Diversity, online safety policies

### **6.7 Sexual Violence and sexual harassment between children in schools and colleges**

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.

In light of the OFSTED review of sexual abuse in school and colleges <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

And the Sexual violence and sexual harassment between children in schools and colleges for September 2021 guidance – all school based staff understand the importance of maintaining a culture of Kindness and Respect that is underpinned by Consent and challenging 'low level' behaviour that could lead to bullying and peer abuse. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All victims must be taken seriously, supported and kept safe. Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education. The Multi Agency Referral Unit will be informed to support the school/pupil/parent/carer in risk assessing and support/intervention required for both parties.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. DSLs and senior leaders understand the impact of these clear expectations about child-on-child abuse on the day-to-day work of the school; and to be able to communicate these expectations on staff in all roles. If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MASH and follow guidance laid out in KCSIE 2024 .

### **6.8 Children with special educational needs and disabilities**

Children with special educational needs (SEN), Mental Health issues 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. Our school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions those 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 being more prone to being isolated from their peers than other children; 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. In addition we will keep under review the potential need for additional pastoral support.

Should any concerns arise in relation to any child in relation to their safety and welfare our school will follow the same procedures as outlined within this policy and liaise with the DSL initially. 6.9 Online safety Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. Our school have adopted an on-line safety programmed that is embedded across the curriculum 'All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.' Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The links below provide more information on on-line safety and cover issues such as:

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

### **6.9 Online safety and Filtering**

Our school will take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to our school's e-safety/online policy and the acceptable user policy for staff. For children learning at home schools should follow: corona virus safeguarding guidance and guidance on safeguarding and remote education during corona virus.

We ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

We ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including in relation to online safety and for children to be taught about safeguarding, including in relation to online safety. Online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

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

### **6.10 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 abuse 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.

**See the Domestic Abuse Act 2021 for further information around coercive and controlling behaviours.**

This means that when there has been a domestic abuse incident at an address where children from our school live and the police have been called and attend the incident then the school will be informed by 9am the next school day. This enables us to support the child(ren), and where appropriate the family, within school. Parents are advised by the police that the school will be informed. Social care also receive reports from the police when they have been involved with children, not just in relation to domestic abuse incidents. This information will also be passed to the school if the information is considered appropriate and proportionate. Staff in school will be informed on a 'need to know basis' by the DSL.

**Both reports will trigger a wellbeing call to the victim at home and a wellbeing check-in with the child.**



## **6.11 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.

Parents/carers will be called if a child does not attend school, if no response from the family home a home visit will be organised. If the parents are not contactable a referral to the Missing in Education Service will be made.

### **6.11.1 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 with Luton Borough Council.

Where a parent/carer has expressed their intention to remove a child from school with the view to educating at home the Head /SENDCo/DLS will invite the parent to a meeting to ensure the right decision and provision is being made.

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

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

A previously looked after child potentially remains vulnerable. 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 2021)

A designated children in care lead has been appointed from the senior leadership team. (see front page of policy) As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- 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.

### **6.13 Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We 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.

### **6.14 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 MASH. This may not result in the private foster parents needing additional support.

### **6.15 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.

All members of staff must also inform the DSL/DDSL of any concerns. Advice or referral can be made via MASH (01582 547 653) .

And DSL's will discuss any concerns with Trust Lead who is trained in the National Referral Mechanism

### **6.16 Contextual Safeguarding**

Safeguarding incidents can be associated with factors outside of school and / or behaviours can be associated with factors outside school and/or can occur between children outside of this environment. All staff should be considering the context within which such incidents and or/behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. (e.g. sexual exploitation, criminal exploitation, serious youth violence).

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males .The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Criminal exploitation of children is a geographically widespread form of harm, defined as abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator It can be perpetrated by individuals or groups, males or females, and children or adults.

It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.

Victims can be exploited even when activity appears to be consensual.

It can happen online as well as in person.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late

If a member of staff suspects or if a child discloses CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **6.17.1 Child Exploitation County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Offences against these vulnerable children include abduction, sexual abuse and cyber crime. Any concerns about county lines should be referred to the DSL immediately and they should then contact MASH for guidance and advice.

If a member of staff suspects or if a child discloses CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **6.18 Serious Violence**

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

### **6.19 Special Circumstances:**

The school 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 KCSIE (September 2024).

#### **6.19.1 Children staying with host families - now referred to as homestay**

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" to ensure that hosting arrangements are as safe as possible.

### **6.20 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **6.21 Child Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken including speaking to the designated safeguarding lead or a deputy.

### **6.22 Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is

perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education and Relationship and Sex Education and Health Education curriculum and there is a range of support available to help us counter homophobic, biphobic, and transphobic bullying and abuse.

## **7. 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 MASH.

KCSiE 2024 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

## **8. 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.

DSL's must ensure

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.

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 safeguard and promote the welfare and protect the safety of children. Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- The Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department

- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

### **9. Allegations against Staff**

Staff Allegations against staff are covered in all basic training and induction training that takes place within our school. Allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in school. This policy should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

The DSL will need to consider the transferable risk.

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 Head teacher must be informed. If the Head teacher is not available then the DSL should be advised. If the allegation concerns the Head teacher then the Chair of Governors must be informed. In all situations regarding an allegation of abuse against a member of staff/volunteer/supply staff/governor the school must not act alone and must seek advice and make a referral where necessary. In such circumstances our Head teacher, or Chair of Governors (if the allegation is against the Head teacher) 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.

### **9.1 Supply Staff/Teachers**

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as ‘the agency’). Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, school should inform the agency of its process for managing allegations. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Contact details LADO: 01582 548 069 If a referral needs to be made then this must go through MASH who will then pass it on to the LADO team.

**Keeping Children Safe 2024 ensures that all school staff understand grooming. Headteachers will record all low level concerns about their workforce as describe in the guidance**

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO which 'could include, but are not limited to:

- being over friendly with children;

- having favourites;

- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

- using inappropriate sexualised, intimidating or offensive language

## **10. Whistleblowing**

Please follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

## **11. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

### **11.1 Designated Safeguarding Lead (DSL)**

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Our school follows the guidance in Annex B of KCSIE which outlines the key responsibilities of the DSL.

### **11.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE which outlines the key responsibilities of the DSL and DDSL.

### **11.3 Governing Body including the role of the Safeguarding Governor**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE. In addition we have outlined these responsibilities in Appendix B.

## **12. Safer Recruitment**

Our 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
- . • statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safer recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. \*\*KCSIE states that if you are a school then the SCR can be kept centrally but must be immediately available for an Ofsted Inspection. Best practice recommends schools still take responsibility for updating their own SCR.

Our school complies with the requirements of KCSIE, September 2024 - Part 3

## **13. Attendance at Child Protection Conference**

If a child or young person becomes the subject in a Child Protection Conference as a school we 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 preferably by the school.

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.

## **14. 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 2024) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2024)

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 governor's meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2024) Key contacts, and What to do if a Child discloses Abuse.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school.

In addition all staff must recognise the additional risks that SEND children can face especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole school training. Once this training is completed they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body 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.

## **15. External Visitors**

## **16. Visiting Professionals**

The DDSL will set out the arrangements for individuals coming onto their premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

All professionals will need to make a pre-agreed appointment and have received and understood expectations of the school and have evidence of their identity and a letter of assurance received from their employer/ governing body

## **17. 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 this school.

The school will ensure that they get parental permission to take photographs of children for media, website and other school purposes.

### **18. Supporting Staff**

Our school 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 school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff. There are many organisations within Luton 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 MASH 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

The DSL and Safeguarding Governor will take responsibility for updating this policy and informing, all staff and the Governing Body of key changes.

#### **Appendix A: Signs and Indicators of Abuse**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns you must pass these to your DSL immediately.

#### **Physical Abuse:**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted

rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### **Neglect :**

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.

- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing.

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse:**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children. Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse:**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains.
- Discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts. •

Saying they have secrets they cannot tell anyone about

- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. Child Sexual Exploitation (CSE) Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health



- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with ‘risky’ adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness.

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

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8-15 year old girls are the most vulnerable. Indicators may include:

- Days absent from school
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period

- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

#### Appendix B: Dealing with a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school.

These are the key principles: If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

#### **You RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

#### **Types of Questions you can ask:**

TED Can you **tell** me?

Can you **explain** ?

Can you **describe** ?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you. Then report to your DSL or DDSL immediately. If they are not available contact MASH.

### **Staff MUST NOT**

- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MASH
- Speak to the parents until you have had a conversation with your DSL/MASH
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

### **APPENDIX C: Procedures if an allegation is made against a schools staff member (including volunteers and governors and supply staff).**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. 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 to the head teacher 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 head teacher, then the Chair of Governors should be informed immediately.

In some cases you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency. You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome. The Trusts' DSL or Safeguarding Lead should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information. The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account.

When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with

information about your policies In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MASH can be contacted for advice and guidance. If they feel a referral should be made then they will advise you to complete the appropriate referral form.

#### **Appendix D: Key Roles and Responsibilities Designated Safeguarding Lead (DSL):**

The school follows the guidance within Annex B:

KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents Deputy .

#### **Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL.

They should be a permanent member of staff If you are a large school you may have more than one DDSL.

If this is the case 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.

### **Governing Body**

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (**September 2024**) this includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Luton.
- Ensuring that we have a nominated Governor for Child Protection and Safeguarding and this person has received appropriate training for their role. They should not be a member of staff within the school as this could lead to a possible conflict of interest and they need to act as the schools 'critical friend'.
- Safeguarding Governors should not act in the role of DSL or DDSL. No member of the governing body should be given confidential information about any child or family in school unless the

permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for governor meetings and briefings should be anonymised.

- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.
- That the DSL/DDSLS 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.
- That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues;
- We have 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.
- Safeguarding is an agenda item at every full governing body meeting
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistle blowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the school 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 the School's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure 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.
- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

- 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.

## **Appendix E: Key Messages from Serious Case Reviews (SCR)**

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ leaning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions

- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices.