



Nene  
Education  
Trust

# **Child Protection and Safeguarding Policy**

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<b>V5</b>	3/8/21	S.Parish	Update KCSIE 2021 & revised policy

## Key information

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<http://www.northamptonshirescb.org.uk/assets/files/181/Designated-Officer-leaflet-PDF.pdf>

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Other contact numbers	
MASH Multi Agency Safeguarding Hub	0300 126 7000 <a href="#">How to make an online referral - Northamptonshire Safeguarding Children Board (northamptonshirescb.org.uk)</a>
Prevent Engagement Officers at Northamptonshire Police	<a href="#">Refer someone to the Prevent Team   Northamptonshire Police (northants.police.uk)</a> Email: <a href="mailto:prevent@northants.pnn.police.uk">prevent@northants.pnn.police.uk</a> tel:101

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## 6. Linked Policies and Documents

### Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2021) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Keeping-children-safe-in-education-2021.pdf) and Working Together to Safeguard Children (2018) [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/715626/Working-together-to-safeguard-children-2018.pdf) , and the Governance Handbook [Governance handbook and competency framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Governance-handbook-and-competency-framework-2021.pdf) .

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. [Structure of the Partnership - Northamptonshire Safeguarding Children Board \(northamptonshirescb.org.uk\)](https://www.northamptonshirescb.org.uk)

### This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/part_175)

· The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques [The School Staffing \(England\) Regulations 2009 \(legislation.gov.uk\)](#)

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children [Children Act 1989 \(legislation.gov.uk\)](#) [Children Act 2004 \(legislation.gov.uk\)](#)

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 [Serious Crime Act 2015 \(legislation.gov.uk\)](#)

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](#)

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children [Rehabilitation of Offenders Act 1974 \(legislation.gov.uk\)](#)

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children [Safeguarding Vulnerable Groups Act 2006 \(legislation.gov.uk\)](#)

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism [Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)

- \*The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children \* This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

## **1. INTRODUCTION**

**This policy applies to all adults, including volunteers, working in or on behalf of the Nene Education Trust or its partner academies whether working on-site or at home.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to a culture of safeguarding. We will:

- Provide a safe, calm and welcoming environment for children and young people to learn
- Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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. Nene Education trust is committed to supporting all staff with safeguarding CPD throughout the academic year.

This policy should be read in conjunction with the Code of Conduct for all Adults of the Nene Education Trust and all the appropriate academy Safeguarding and Child Protection and associated policies to give a specific, local context.

## **2. THE NENE EDUCATION TRUST EQUALITY STATEMENT**

The Trust is committed to safeguarding and promoting the welfare of all its students. Every student has the right to feel safe so they can learn in a calm, caring environment. Each student's welfare is of paramount importance. 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
- 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 abuse
- 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 needs
- Are looked after or previously looked after

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; whilst at our academies, their behaviour may be challenge, as professionals we understand that all behaviour communicates a need. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

### **3. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

#### **3.1 Safer Recruitment and Selection**

The Nene Education Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021. We will record all information on the checks carried out on the individual academy's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We ensure that all appropriate measures are applied in relation to everyone who works in a Trust Academy who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Trust's Recruitment and Selection Policy and its procedures. We follow requirements and best practice in retaining copies of these checks, as set out below.

##### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate using the Teaching Regulation Agency's (TRA) employer access service
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Each Academy maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors and regular visitors

- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview.
- We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

### **Regulated activity**

In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once. (Further information can be found on page 56 of Keeping Children Safe in Education 2021)

In each Academy the Principal, Senior Leadership Team and the named safeguarding governor have successfully undertaken the approved Safer Recruitment Training. At least one member of every interview or appointment panel has successfully completed this training.

Further details of the checks undertaken are outlined in the Trust's Recruitment and Selection Procedure and Contractor Information.

### **3.2 Allegations regarding Person(s) working in or on behalf of the Trust (including supply teachers and volunteers)**

We are aware of the possibility of allegations being made against members of staff or volunteers working in or on behalf of the Trust. Allegations can be made by children and young people or other concerned adults.

Low level concerns do not mean the concern is insignificant, it means that the behaviour toward the child does not meet the criteria set out in paragraph 338 of Keeping Children Safe in Education 2021. A low level concern is any concern – no matter how small and even if no more than a “nagging doubt” that an adult working in or on behalf of the school 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.

Examples of such behaviour 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

- using inappropriate sexualised, intimidating or offensive language.

If an allegation is made against any person working in or on behalf of the Trust, that he or she 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.

it should be brought to the immediate attention of the Academy Principal. In the case of an allegation being made against the Academy Principal it should be brought to the immediate attention of the Chief Executive Officer (CEO). Where an allegation is being made against the CEO, it should be brought to the immediate attention of the Chair of the Trust Board.

Where a staff member feels unable to raise an issue with their Principal, CEO, Chair, or designated safeguarding lead or feels that their genuine concerns are not being addressed, they should refer to the Trust's Whistleblowing Policy.

The Trust has a Policy Statement on Managing Allegations against staff and volunteers that follow the DfE Statutory Guidance Keeping Children Safe in Education 2021 Part four: Allegations of abuse made against teachers and other staff.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. The Academy Principal/CEO will comply with the Trust's Policy Statement on Managing Allegations against staff and volunteers and statutory guidance.

Dependent on the allegation being made, the Academy Principal/ CEO/Chair of the Trust Board will need to:

- Discuss with the LADO at the earliest opportunity the nature of the allegations, in order to determine the most appropriate action to be taken.
- Consider safeguarding arrangements of the child or young person to ensure they are away from 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.
- Act on any decision(s) made in any strategy meeting or evaluation meeting.
- Ensure that the appropriate disciplinary procedures are followed including whether to suspend a member of staff from work until the outcome of any

investigation is deemed necessary, and/or liaising with any teaching supply agency where appropriate

- Advise the Disclosure and Barring Service (DBS) where a member of staff has been dismissed or removed due to safeguarding concerns. This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.

Allegations against a teacher or member of staff who is no longer teaching or works at the Trust should be referred to the police. Historical allegations of abuse should also be referred to the police.

The NSPCC Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation. Call 0800 028 0285, email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for more information.

### **3.3 Safe Practice**

Each Academy has undertaken Child Safeguarding training for all staff and updates this training at least annually to ensure that staff are safe and aware of behaviours which should be avoided. In addition the Code of Conduct for all Adults of the Nene Education Trust outlines acceptable and unacceptable behaviour towards children and young people.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from the Academy management over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person with due regard to the appropriate academy's Safeguarding and Child Protection policy;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **3.4 Sharing Safeguarding Information with Students**

The Trust is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. Life lesson materials are used to help students learn how to keep safe.

Information is made available to students, including NSPCC and Childline.

Each Academy will have its own arrangements for consulting with and listening to students eg: Mentor Groups, peer support and mentoring schemes, teaching and associate staff, Student Voice.

### 3.5 Partnership with Parents

The Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. Information both at Trust and individual Academy level is provided on the appropriate Academy websites, communication with parents/carers and via the school office. Information sharing is vital in identifying and tackling all forms of abuse and neglect

We are committed to working positively, open and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. (As advised in paragraph 105 – 109 Keeping Children Safe in Education 2021) Each Academy will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm. The school will use a variety of methods to contact the family to include telephone contact and/or doorstep visits. The way that this communication is managed is at the discretion of the DSL. Our parents are encouraged to share any concerns that they may have and report them to the DSL for support.

Nene Education Trust follow Northamptonshire Safeguarding Children Board procedures when dealing with any matters of a child protection nature. The Academy will endeavour to discuss all concerns with parents/carers about their child/ren.

However, there may be exceptional circumstances when an Academy will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with NSCB Child Protection Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents/carers. The Trust's Child Protection and Safeguarding Policy is available to all parents/carers upon request.

### 3.6 Partnerships with Others

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. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is

when problems are first emerging, or where a child is already known to the local authority children's social care. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold)

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

The Trust recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, Social Care, Barnardo's, Police, Health, Childline, NSPCC, Surestart etc. Paragraphs 105-9 of Keeping Children safe in Education 2021 outline the importance of prompt, concise information sharing

### 3.7 School Training and Staff Induction

Each Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection undertake higher level child protection and safeguarding training on a 2 yearly basis.

Each Academy Principal and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated at every 12 months.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction.

All staff will be made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

All staff will have access to relevant training courses to support them to develop their knowledge, understanding and skills in addressing the impact that all safeguarding concerns have on children, including domestic abuse and criminal exploitation has upon children, both as witnesses and by being forced to collude in this.

Further support can be found on;

[Schools & Educational Staff - Northamptonshire Safeguarding Children Board \(northamptonshirescb.org.uk\)](http://northamptonshirescb.org.uk)

All DSL's and DDSL's will keep up to date with the latest safeguarding information and guidance via e-bulletins, local authority forums and taking the time to read and digest safeguarding developments

### 3.8 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection, who will provide guidance and training where appropriate. They will be supported by the Academy Principal and through the Trust safeguarding officer.

Advice and support is always available from the Local Authority's Safeguarding in Education Lead, Children & Family support services, MASH - the Multi Agency Safeguarding Hub and further advice is available from the Police ( see useful contact sheet for details)

### 3.9 On-line Safety

The Trust academies recognises that children both on-site and off-site are vulnerable to abuse and radicalisation online. Children who are at home, for example during a school partial closure may be spending more time online and this increases their vulnerability. It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust has website filtering and monitoring software on all computers and devices available in its academies.

As part of a broad and balanced curriculum, the Trust offers a curriculum which covers the need for safeguarding, including online.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

Relevant teaching and support staff will have received updated training to ensure that they are equipped with the skills to keep children safe when using technology for remote learning

The use of staff and children's personal devices, including mobile phone, will be managed in line with our existing acceptable use policy.

### Support for children and parents

- Childline – [www.childline.org.uk](http://www.childline.org.uk)

- UK Safer Internet Centre to report and remove harmful online content – [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- CEOP (to make a report about online abuse) – [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Internet Matters (for support for parents and carers to keep their children safe online – [www.internetmatters.org](http://www.internetmatters.org)
- London Grid for Learning (for support for parents and carers to keep their children safe online) – [www.lgfl.net/online-safety/](http://www.lgfl.net/online-safety/)
- Net-aware (support for parents and carers from the NSPCC) [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Parent info (for support for parents and carers to keep their children safe online) [www.parentinfo.org](http://www.parentinfo.org)
- Thinkuknow (advice from the National Crime Agency to stay safe online) [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- UK Safer Internet Centre (advice for parents and carers) <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

### 3.10 Related Trust Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

### 3.11 Student Information

In order to keep children safe and provide appropriate care for them each Academy requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Whether the child is (or ever has been) Looked After;
- Emergency contact details;
- Details of any persons authorised to collect the child from the Academy;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc.);
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register);
- Name and contact details of any key persons from other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

### 3.12 Roles and Responsibilities

#### The Trust will ensure that:

- The Trust has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with the Local Safeguarding Children Board guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request;
- The Trust operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The Trust has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- A senior member of the Academy's Leadership Team is designated to take lead responsibility for Child Protection (and a deputy);
- Staff undertake appropriate child protection training, including at least annual updates;
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- Where services or activities are provided on an Academy's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- Ensure the Trust's and Academies' Child Protection and Safeguarding Policy is updated and reviewed annually and work with the Local Governing Body regarding this;
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities;
- **Should an allegation arise outside of the academy's term time and the designated safeguarding lead, deputy designated safeguarding lead and Principal are unavailable, the Trust has appointed the Trust's Lead DSL to be responsible for managing the referral process in their absence.**

#### Each Academy Principal will ensure that:

- The policies and procedures adopted by the Trust are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities;
- Appropriate levels of qualified staff are maintained within the Academy to ensure adequate levels of safeguarding practitioners at all times; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regarding to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistleblowing Policy.

**Each of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads with responsibility for child protection will:**

**Referrals**

- Refer cases of suspected or alleged abuse to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Academy Principal to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these
- Ensure that all staff have access to and understand the Trust's Child Protection and Safeguarding Policy
- Ensure that all staff have induction training
- Circulate relevant information and guidance to staff on a regular basis
- Keep detailed and accurate secure written records and/or concerns
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the Academy
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- Ensure parents/carers are made aware of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the Academy in this to avoid conflict later;
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;

- Where a child leaves an Academy, ensure the Child Safeguarding file is copied for the new establishment as soon as possible and is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Welfare Officer at the Local Authority.

**All staff and volunteers will:**

- Fully comply with the Trust's policies and procedures;
- Attend appropriate training;
- Inform the Designated Safeguarding Lead of any concerns;
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act;
- Record any potential safeguarding incidents appropriately according to the appropriate Academy's Safeguarding Policy on My Concern.

**4. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

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

**Safeguarding children is defined as:**

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

**Safeguarding and promoting the welfare of children is defined as: (KCSIE 2021)**

- Protecting children from maltreatment.
- Preventing impairment of children's mental health 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
- Children includes everyone under the age of 19 if in the trust sixth form provision.

**4.1 Definitions**

The Children's Acts 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18th birthday.

KCSIE 2021 states It also applies to further education colleges, sixth-form colleges and institutions designated as being within the further education sector, as well as 16 to 19 academies, independent specialist colleges and independent learning providers. References to 'colleges' throughout this document apply to all of these providers

## Indicators of abuse and neglect

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's

health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Safeguarding issues** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**Child Criminal Exploitation** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B.

**Child Sexual Exploitation (CSE)** CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B.

**Female Genital Mutilation (FGM)** Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this directly to the police. See Annex B for further details.

**Mental Health** All staff should 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. Education 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. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/mental-health-and-behaviour-in-schools) Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above [Rise Above](#) for links to all materials and lesson plans. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken,

following the child protection policy, and speaking to the designated safeguarding lead or a deputy.

**Peer on peer abuse (child on child)** All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- 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, 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, 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;
- 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 should be clear as to the school’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

**Early Help** means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- has a parent or carer in custody
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

A **Child in Need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

## **5. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THEIR ACADEMY AND AT HOME**

It is not the responsibility of Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents/carers.

### **5.1 Staff Will Immediately Report**

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.

- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Any concerns of risks from outside the home; around threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (See Annex B of KCSIE 2021 for further details)
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Where a child or young person is admitted to a mental health facility, DSL's will consider whether a referral to local authority children's social care is necessary

## 5.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. The Trust recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Children are encouraged to report concerns within school or with a trusted adult at home.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead using the appropriate electronic reporting system (My Concern).

### Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.

- Try to ensure that the person disclosing does not have to speak to another member of the Academy's staff.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

### 5.3 Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Make an enquiry to the MASH team.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Children's Social Care etc.
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Then decide:

- Wherever possible, to talk to parents/carers, **unless to do so may place a child at risk of significant harm, (such as in the case of Honour Based violence)** impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

Or

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving or is getting worse.
- If it would be appropriate to undertake a Common Assessment and/or make a referral for other services.

Referrals should ideally be made by a Designated Safeguarding Lead, however in their absence, **anyone can make a referral**, and their absence must not delay the appropriate action being taken. Where referrals are not made by the Designated Safeguarding Lead the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be supported by the original reported concern on a standard My Concern format.

#### **5.4 Action following a child protection referral**

The Designated Safeguarding Lead or other appropriate member of staff of the appropriate academy will:

- Make regular contact with Children's Social Services
- Contribute to the Strategy Discussion and Initial Assessment meeting
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to the meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the NET Lead DSL
- Where a child is having a Child Protection Plan moves from an Academy or goes missing, immediately inform the key worker in Social Services and keep a written record of this.

#### **5.5 Recording and Monitoring Concerns**

##### **Each Academy will record:**

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child has been subject to a Child Protection Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements will be made for open cases to be reviewed regularly particularly during the duration of a partial school closure.

##### **All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard)
- Body map indicating position, size and colour of any injuries.

- Voice of the child collected in appropriate format (not translated into 'proper' words) [The-Three-Houses-Assessment-Tool-guide.pdf](#)
- Non-verbal observations of behaviours

### **Paper copies of Child Protection File**

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Academy Principal and Senior Designated Person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Senior Person with Responsibility for Child Protection'.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education and Inclusion Partnership team at the Local Authority.

### **Electronic copies of Child Protection Files**

All academies are using My Concern to record, process and store Child Protection Files. This enables secure storage and on-line access to Child Protection files as appropriate. It allows secure transfer between academies and other educational and support providers who also use this software. This software will roll-out across the academies and remove the need for paper copies of Child Protection files.

If it is deemed necessary to access the online recording system My Concern, from outside the school, e.g. during a partial school closure or working from home, all staff will ensure that the screen is not visible in a non-secure area, for example at home where another family member may be able to see it.

For historic cases the Academy will retain all original copies of child protection files until the child's 25<sup>th</sup> birthday.

All current (live) child protection and safeguarding files will not be copied but the originals will be sent to the next school or Local Authority.

**Note: NCC directive is that no archived files are destroyed until further notice (July 2017 Briefing)**

### **Each Academy will monitor:**

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances and an assessment of risk outside the home
- Parental behaviours/care of child

Staff will be aware that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. It is key that school staff are aware of how adverse childhood experiences can impact on children and young people's mental health, behaviour and education. Further support for a child with mental health concerns should be referred to the appropriate professional for diagnosis and medical treatment.

If a Domestic Abuse notification is received via Northamptonshire Education and Inclusion partnership team the Designated Safeguarding Lead will record the notification using the recording platform 'My Concern', Support for child will be reported back to the LA and school will continue to support the family if requested.

## **5.6 Supporting the Child and Partnership with Parents/Carers**

- The Trust recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Senior Person will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

## **5.7 Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and Designated Safeguarding Leads have details of the child's social worker, as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children> (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> (February 2018)

## 5.8 Children from other schools

In the event that children temporarily move to one of the trust's schools from another setting, we will request SEND, and safeguarding and child protection information for that child, and the details of the support in place. This could include but is not limited, educational record, child protection files, Education Health Care plan (EHCP), Child in need plans (CIN), Personal Education Plans (IEPs), and the details of the professionals involved with the child.

This information will be requested and should be sent to the school prior to the child's arrival.

The receiving school will then manage the child's safeguarding file for the time that they are at the school, inline with their safeguarding policy.

When the child returns to their original school their files will be transferred back on My Concern, or in paper form if applicable.

The school will liaise closely with the local authority, the virtual school and social workers in the event that a child moving to the school has either an EHCP and/or is a Looked After Child.

## 5.9 Work Experience

The Academy has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education. These are detailed within the Academy's Work Experience Policy.

## 5.10 Children staying with Host Families

The Academy may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the Academy follows the guidance in Keeping Children Safe in Education to ensure that hosting arrangements are as safe as possible, with reference to Annex E. Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

## 5.11 Contextual safeguarding

It is important to recognise that children are vulnerable to abuse in a range of social contexts as they form different relationships in their neighbourhoods, schools and online and these can feature violence and abuse which is often hidden to adults. Peer influence and pressure is a major factor in decisions made by young people to join groups. Keeping Children Safe in Education 2021 highlights the importance of awareness of factors across a school's local community so they understand where

young people are living, who they come into contact with and the dynamics at play .

Extra-familial threats might arise at school or from within the children's peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking; online abuse; teenage relationship abuse; sexual exploitation and the influences of extremism leading to radicalisation. Working Together to Safeguard Children (2018)

When supporting children in such cases the school's DSL's will consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be supported to understand the impact of contextual issues on their safety and welfare. Any concerns will be reported and dealt with in line with this policy.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.
- Therefore any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children who are lesbian, gay, bi, trans or questioning (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

[Sexual violence and sexual harassment between children in schools and colleges](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97822/sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)) September 2021

## 5.12 Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. **Restraint will only be used as detailed on a personal handling plan or as a last resort. All incidents of this are reviewed, recorded and monitored.** Reasonable force will be used in accordance with government guidance. Safeguarding and welfare concerns will be taken into account when restraint is used on SEND students.

## 5.13 Alternative Provision

We will obtain written confirmation from any alternative provision that all relevant checks have been carried out as we would with our own staff. We will share any

risk assessments and safeguarding issues where relevant and will regularly visit the provision and our students. We will ensure they have effective safeguarding in place and keep the DSL appropriately informed, this is further detailed in the Trust's Alternative Provision Policy.

#### 5.14 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 with additional needs and or disabilities) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) The Academy will work within the guidance from the Local Safeguarding Children Board.

#### 5.15 Use and Storage of Digital and Photographic images

Academies may take photographs of the children attending the school and their staff working alongside them. They may use these images in both Academy prospectuses and in other printed publications that produced by the Nene Education Trust. Photographs of children are used for their learning experience and to show educational activities and achievements. Photographs will be displayed in the Academy, in newsletters, on the Academy website and on social media. They may also make video or webcam recordings for educational and/or promotional use.

Occasionally the media will take photographs or film footage of an Academy profile event. Pupils will often appear in these images.

Nene Education Trust and each of its Academies are aware that it is essential that photographs are taken and stored appropriately to safeguard the children in our care. **Therefore, children will only be featured in any digital or photographic image if parents/carers have given written permission for this.**

We take our duty of care towards our school community very seriously. It is of our utmost importance.

If you have any Safeguarding concerns regarding personal images and information being displayed, please do contact the Academy so that we can respond appropriately.

For more information and guidance relating to data please see the NET Data Protection Policy using the link below:

<https://neneducationtrust.org.uk/documents/gdpr>

## 5.16 Child missing from education

**There are significant child protection implications when the whereabouts of a child is not known.**

If a pupil is absent, all schools have a responsibility to contact the parent or carer on the first day of absence and continue to make every effort to locate the pupil to ensure they are safe.

When the school have identified a child is not in school, the school will carry out a phone call to ascertain that the child is safe. If the parent cannot be contacted then the school will continue to contact the parent via phone calls, and emails where appropriate.

The Safeguarding Lead will carry out a risk assessment which may need to result in a home visit to ensure the child is safe, and to be able to support the family. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the Department's statutory guidance: [Children missing education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/guidance/children-missing-education)
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy. [Missing Children and Adults strategy - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/strategies/missing-children-and-adults-strategy)

If the child has not been seen and the parents or carers have not made contact, schools must report the child as missing from education to the local authority.

**See Appendix A– which outlines the School Attendance Policy**

## 6. Linked Policies and Documents

Other related Trust Policies and Protocols that should be referred to include:

Health and Safety Policy - refer to each school website

45 - Anti-Bullying Policy

42 - Acceptable Use Policy

20 -Recruitment and selection Policy

12 -Staff Code of Conduct

24 - Whistleblowing Policy

Alcohol Tobacco and Drug Policy – in 12 Staff code of conduct  
14 - Educational Visits Principles  
Equal objectives - refer to each school website  
33 - Supporting Students with Medical Conditions Policy  
SEND and Inclusion Policy - refer to each school website

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

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

<https://www.gov.uk/government/publications/education-for-a-connected-world>

<http://www.northamptonshirescb.org.uk/>

<https://www.nspcc.org.uk/>

The following policies can be found on the NET website by following the link (<https://neneeducationtrust.org.uk/>) or on the **Newton Road School** website.

- NET Child Protection and Safeguarding Policy
- Code of Conduct for All Adults
- Disciplinary Policy and Procedure for All Employees
- Recruitment and Selection policy
- Whistleblowing policy
- Preventing Radicalisation and Extremism Policy

## **7. Appendices**

## NEWTON ROAD SCHOOL

### School Handbook: Policies and Procedures

Title	Attendance Policy
Associated Policies	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection</li> <li>• Inclusion</li> <li>• Exclusion Policy</li> <li>• Behaviour Policy</li> </ul>

**Reviewed:** September 2021

**Next Review:** July 2022

#### 1.0 Principles

At Newton Road School we believe that good attendance is essential if our pupils are to take full advantage of school life and gain the educational and social skills which will equip them for their futures. It is important too, that children arrive at and leave school on time.

Our school aims to achieve good attendance by operating an attendance policy within which staff, children and parents/carers work in partnership. We shall monitor attendance and punctuality, working to solve quickly any identified problems so that absence and lateness are kept to a minimum. All staff will encourage good attendance and punctuality and our Administrator responsible for attendance will liaise with families and other agencies when this is appropriate.

#### 2.0 Aims

The school aims to:

- Promote good attendance and punctuality as the norm.
- Help every child to reach their maximum potential unhindered by unnecessary breaks in their school life.
- Demonstrate that good attendance and punctuality are valued by our school.
- Maintain a pattern of monitoring attendance and punctuality that ensures consistency across the school.
- Communicate with parents/carers in relation to their children's attendance and punctuality.

#### 3.0 Recording of attendance

- The class register is to be completed every morning and every afternoon. Registers open at 8.35am and close at 8.50am. Pupils arriving between 8.50am and 9.30am will be marked as late. The afternoon register is taken at 12.45pm for Early Years, KS1 and Years Three and Four and at 1.15pm for Years Five and Six.
- Any latecomers will be marked in the register appropriately.
  - L - Late 8.50am up until 9.30am classed as present.
  - U - After 9.30am classed as an unauthorised absence.
- Parents/Carers are asked to inform our school on the first day of their children's absence by either:
  - written note;
  - verbal message;
  - telephone call or voicemail message on the pupil Absence line – 01933 353761;
  - email to the [office@newtonroadschool.co.uk](mailto:office@newtonroadschool.co.uk) address;
  - School Comms Text Message.

- These must be received before 9:15am for them to be recorded and accepted. It is important for parents/carers to realise that not all reasons for absence may be recorded as valid and may not be authorised.
- All absences from school have to be classified by the Principal, not by the parents/carers, as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required.
- Authorised absences are for when a child is away from school for an acceptable reason. These could be illness, hospital appointments, religious reasons, or unavoidable circumstances such as bereavement or a serious emergency.
- Unauthorised absences are those which are not exceptional circumstances and for which no "leave" has been given. This can include:
  - Parents/Carers keeping children off school unnecessarily (as deemed by the Principal).
  - Truancy before or during the school day.
  - Absences which have never been properly explained.
  - Routine doctor or dentist appointments that can be organised outside of the school day.
  - Continued lateness will be reported and discussed with parents/carers. Parents/Carers must ensure latecomers are signed into the late book, which is in Reception.
  - Absences must be recorded by staff using the correct absence and attendance code as issued by the Department for Education.
  - All letters explaining absences are to be kept in the pupil's school record file.
  - If a reason for absence has not been provided, as a first day response, the office will telephone parents/carers.
  - Unauthorised third day absences must be reported by the Administrator responsible for attendance to the Principal immediately. Staff use their knowledge of the pupil's known history and use their discretion in ascertaining what action is needed in contacting the parents/carers, including possibly making a home visit.

#### **4.0 Procedures:**

- School gates and doors open at 8.35am.
- Early Morning Work begins promptly at 8.35am.
- Registers are completed on Arbor by the class teacher and will be marked at the beginning of each half day session.
- Children who are absent or late will be noted.
- The registers will close at 8.50am for the whole school and 12.45pm for Early Years, KS1 and Years 3 and 4 and 1:15pm for KS2.
- In the event that Arbor is not available in the classroom, a paper register is completed and returned to the office to be completed by office staff.
- Advance consideration will be given to offsite or residential visits so that appropriate provision can be assured.

#### **5.0 Procedures for recording lateness**

- Children who arrive after 8.55am must report to the school office where their name, time of arrival and reason for arriving late will be noted.
- After 9.30am, an adequate reason for lateness may be authorised, but children and parents/carers who fail to provide an adequate explanation for the lateness must be marked as an authorised absence for that session.

## 6.0 Late collection procedures

- Children should always be collected punctually at 3.00pm for EYFS and KS1 and 3:05pm for KS2. If a child is not collected they are taken to the Office at 3.10pm and their name is recorded in the late collection folder.
- Parents/Carers will be asked to record a reason for their lateness. Emergency contact numbers will be used if we are unable to contact parents/carers. Social Care and/or Police will be informed if any child is left uncollected after 4.05pm.
- If parents/carers have an emergency that means they are going to be significantly late, school should be informed as soon as possible and attempt to make alternative collection arrangements.

## 7.0 Absence concerns

- In the event of a child not being in school by 9.15am, if a message has not been left as to the reason why, it is the responsibility of the admin staff to make sure that all reasonable attempts are made to contact the parent/carer.
  - The appropriate code will be marked on the electronic 'absence form' when it is issued.
  - From July 2016 any parent whose child is marked as an unauthorised absence for any of these periods will be referred to the Educational Inclusion and Partnership (EIP) Team who may issue a Fixed Penalty Notice:
    - 10 sessions\* of unauthorised absence in the last 6 weeks
    - 5 consecutive days unauthorised absence (10 sessions)
    - An accumulation of unauthorised absence leading to an attendance of 90% or less.
- \*A session is a morning or afternoon i.e. 2 sessions = 1 school day

A parent means:

- All natural parents, whether they are married or not.
- Any person who has parental responsibility for a child or young person.
- Any person who has care of a child or young person i.e. lives with and looks after the child.

The local authority and school will need to decide who comes within the definition of parent in respect of a particular pupil when using the legal measures, but generally parents include all those with day to day responsibility for a child.

It is important that parents/carers understand that the initial Fixed Penalty Notice of £120 is issued to each parent/carer for each child with 28 days given to settle the Penalty. If the Penalty Notice is paid within the first 21 days, the amount payable is reduced to £60.00 to each parent/carer for each child.

For example: A two-parent family with two children would be fined £240.00 if the Penalty Notice was settled within 21 days.

## 8.0 Request for leave of absence

Any planned leave of absence must be notified to school. Leave of Absence forms are available from the office and on the school website, and must be completed in advance. If the request is based on exceptional circumstances then the parent/carer must be willing to have a meeting with the Principal to discuss the request (please note that a meeting may not be arranged and authorisation may be declined). Before making a booking, written permission from the school authorising the absence must be given. Authorisation is not guaranteed and 'exceptional circumstances' is at the discretion of the Principal. Please see above (Paragraph 7) for further details of penalty notice situations.

## 9.0 Monitoring, recording and reporting

At the beginning of each term the school will identify:

- Children whose attendance has fallen below 92% for the previous term and for the current academic year.
- Children whose attendance is below 96% and has been below 96% in the previous academic year.

The registers will be analysed to find the reasons and patterns.

- An initial letter will be sent out explaining that attendance has fallen below 92%.
- Children who continue to have attendance below 92% and have not improved will be sent a letter requesting a meeting between the Administrator responsible for attendance and/or our Pastoral Team and parent/carer. An attendance target will be set.
- A Parent Contract may be issued where attendance has not subsequently improved.
- If attendance still does not improve, it may be necessary to make a formal referral to the Educational Inclusion and Partnership (EIP) Team.

## 10.0 Communication with parents

Lateness:

- If a child has a pattern of arriving late, unless there are exceptional circumstances, the parent/carer will be contacted by verbal communication, followed up with a written letter.

Attendance:

- The school's regular newsletters emphasise the need for good attendance and punctuality.
- Attendance and punctuality statistics are reported to parents/carers at parents' evenings and in the children's end of year school reports.
- Where attendance drops below 92% parents/carers will be informed of this through a standard letter explaining that while we acknowledge these absences are authorised we are still required to monitor and report on them.

## 11.0 Target

The school has a target of 96.5% attendance.

## 12.0 Summary

The school has a legal duty to publish its absence figures to parents/carers and to promote attendance. Equally, parents/carers have a legal duty to make sure that their children attend. School staff are committed to working with parents/carers as the best way to ensure as high a level of attendance as possible.



# SAFEGUARDING IS **EVERYONE'S** RESPONSIBILITY!

**Concerned about the welfare or wellbeing of a child or young person?  
Refer immediately to one of our Designated Safeguarding Leads (DSLs)**



**Miss K. Mills**  
kmills@newtonroadschool.co.uk  
Principal

**Concerns about an adult or colleague in our school?  
Refer immediately to...**



**Mrs L. Coleman**  
lcoleman@newtonroadscha  
.co.uk  
Assistant Principal

**Concerns about our  
Principal?  
Refer immediately to...**



**Mr E. Bosworth**  
rbosworth@newtonroadscha  
.co.uk  
Assistant Principal

**Trust Safeguarding Lead**



**Mrs S. Robinson**  
srobinson@newtonroadschool  
.co.uk  
Family and Pastoral Officer



**Miss K. Mills**  
kmills@newtonroadschool.co.uk  
Principal



**Mr C. Hill**  
CHill@neneducationtrust.org.uk  
CEO



**Miss S. Parish**  
sparish@neneducationtrust.org.uk  
Lead for safeguarding

**Other useful contacts in use of emergency:**

- ✓ Emergency services: 999 in emergency or 101
- ✓ Northamptonshire Multi-Agency Safeguarding Hub (MASH): 0300 126 7000 (Option 1) or 01604 626938 during out of hours
- ✓ Designated Officer (formerly LADO): 01604 362852 or email
- ✓ There is also an administrator number 01604 364031
- ✓ Childline: 0800 1111 or contact through their website

## Appendix C - Visitors Information

**Please ensure when signing visitors in, the following is done:**

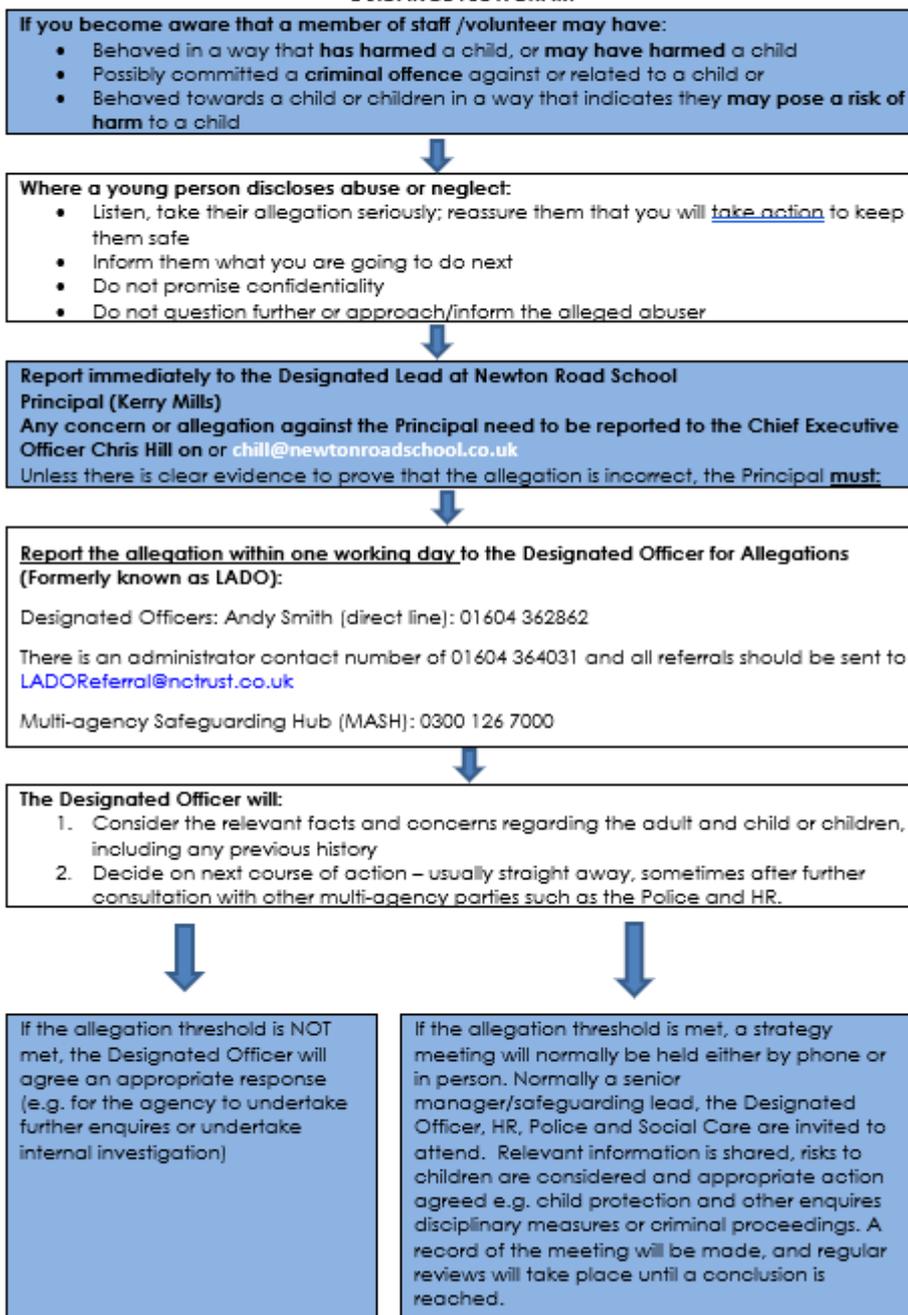
- They must sign in the grey visitor book.
- Please ask for photo ID if they are from an outside agency.
- If they are visiting children, please ask if they have their DBS with them as well as photo ID.
- Please note down name, their DBS number and date. This information is confidential and must be passed onto Nicola Ribano once you have finished with the visitor.
- Indicate in the 'ID checked box', in the grey visitor's book with your initials that you have checked their ID.
- A visitor's pass with a **blue lanyard** will need to be given.
- If they have no DBS please give out a pass with a **red lanyard**.
- Please explain our safeguarding policy, which is to inform one of our safeguarding leads if they are unhappy or concerned with anything they see or hear whilst in school. Please point out the photos of our safeguarding leads which are on their left hand side (our right) of the wall (next to the hatch), along with a copy of our safeguarding information and health and safety information which they **MUST** read before entering the school.
- If they would like a paper copy of the safeguarding information or health and safety leaflet to take with them whilst in school, these are in a blue plastic wallet in the blue plastic box to your left hand side as you stand facing the hatch.





**ALLEGATIONS AGAINST ADULTS – Risk of harm to children**

**GUIDANCE FLOWCHART**





# Safeguarding is everyone's responsibility

A cause for concern?  
Not sure who to talk to?

It is both safe and acceptable to raise any concern that you have about safeguarding in the workplace.

All concern will be treated in confidence in line with the Nene Education Trust's whistleblowing policy.

The whistleblowing policy is available from your HR Manager and trust website.

If you don't feel as though you can talk to your Line Manager - You can talk in confidence with your school's Principal or Chief Executive Officer, Chris Hill

For further information visit [neneeducationtrust.org.uk/documents/hr-policies](http://neneeducationtrust.org.uk/documents/hr-policies)



# Whistleblowing

## Speak up

Are you concerned about?



Harassment



Misconduct



Financial matters



Other questionable  
activity



Conflicts of interest

It is both safe and acceptable to raise any concerns that you have in the workplace.

All concerns will be treated in confidence in line with Nene Education Trust's Whistleblowing Policy.

**Please contact either**

Chris Hill *CEO*

[chill@neneeducationtrust.org.uk](mailto:chill@neneeducationtrust.org.uk)

–

Chair of Trustees

[chair@neneeducationtrust.org.uk](mailto:chair@neneeducationtrust.org.uk)

