



# SAFEGUARDING POLICY

Policy Version			
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This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood  
Academy we  
nurture our young  
people through  
quality experiences  
to never stop  
learning and be the  
best they can be.

## **Safeguarding and Child Protection Policy**

**This policy should be read in conjunction with the following Mountwood Academy Policies:**

- Allegations of Abuse Against Staff Policy
- Anti-Bullying Policy
- ICT and E-Safety Policy
- Promoting Good Behaviour and Discipline
- Curriculum Policy
- SMSC Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Missing Pupil Policy and Procedure
- Complaints Policy

Further information on the safeguarding and child protection policies and procedures can be accessed through [www.lancashire.com](http://www.lancashire.com)

Designated safeguarding lead: Emily Haddock

Deputy designated safeguarding lead: Sean Di Sora

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## **1. Policy Statement**

**1.1** Mountwood Academy is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent children from harm, abuse and exploitation.

Mountwood Academy acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse or harm.

All Mountwood Academy staff and volunteers will endeavour to work together through our policies, practices and procedures to encourage the development of an ethos which embraces difference and diversity and respects the rights of children, young people in its care.

**1.2** To fulfil their commitment to safeguard and promote the welfare of children and young people, all Mountwood Academy organisations that provide services for, or work with children and young people must have:

- Clear priorities for safeguarding and promoting the welfare of children and young people, explicitly stated in strategic policy documents
- Arrangements in place to effectively implement the Prevent Strategy and Duty
- Arrangements in place to comply with statutory and mandatory requirements
- A clear commitment by senior management (Directors and Managers) to the importance of safeguarding and promoting children and young people's welfare
- A clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children and young people
- Recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on all staff and volunteers
- Procedures for dealing with allegations of abuse against members of staff and volunteers
- Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and to keep this up-to-date by refresher training at regular intervals
- Procedures to ensure that all staff, including temporary staff and volunteers who work with children and young people, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and young people

- Policies for safeguarding and promoting the welfare of children and young people and procedures that are in accordance with guidance and locally agreed inter-agency procedures
- Arrangements to work effectively with other organisations to safeguard and promote the welfare of children and young people, including arrangements for sharing information
- A clear commitment to develop and implement systems that enable children and young people to use online and mobile technology safely and reduce the risks of potentially harmful behaviours
- A culture of listening to and engaging in dialogue with children and young people - seeking their views in ways that are appropriate to their age and understanding, and taking account of those views in individual decisions and in the establishment or development of services
- Definitive whistle-blowing procedures, and a culture that enables issues about safeguarding and promoting the welfare of children and young people to be addressed

**1.3** The principles upon which the Safeguarding Policy is based are:

- The welfare of a child or young person will always be paramount
- The welfare of families will be promoted
- The rights, wishes and feelings of children, young people and their families will be respected and listened to
- Keeping children and young people safe from harm requires people who work with children and young people to share information
- Those people in positions of responsibility within the organisation will work in accordance with the interests of children and young people and follow the policy outlined below

**1.4** This document is written in accordance with Local Safeguarding Children Boards' Policies, 'Safeguarding Vulnerable Groups', 2006, 'Working Together to Safeguard Children' September 2018 and 'Keeping Children Safe in Education', September 2018.

## **2. Introduction**

**2.1** Mountwood Academy staff fully recognises their primary responsibilities are to protect and safeguard the welfare of children and young people. The school recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils/students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

**2.2** Mountwood Academy adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education guidance document 'Working Together to Safeguard Children', September 2018, which have a focus on safeguarding and promoting children and young people's welfare. This can be summarised as:

- Protecting children and young people and from maltreatment
- Preventing impairment of children's and young people's health or development
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role, so as to enable those children and young people to have optimum life chances and to enter hood successfully

This document has regard to the statutory guidance 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2018'. The Policy is in keeping with Lancashire Safeguarding Children Board's Policies, Procedures and Training Strategy and reflects what Lancashire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

**2.3** It is a statutory requirement for all schools to have a Safeguarding Policy which is published on the relevant website and is made available to parents and carers on request. Parents and carers are made aware through the admission process that the Safeguarding Policy is referenced in the school prospectus.

**2.4** This Safeguarding Policy applies to Mountwood Academy and supports Mountwood Academy's commitment to provide caring and safe environments in which all children and young people can develop socially, emotionally and educationally and in which all children, young people and staff feel safe, secure and valued.

**2.5** This policy shall meet the requirements of the Independent School Standards 2014.

## **2.6 Underpinning Values**

Where there is a safeguarding issue, Mountwood Academy will work in accordance with the principles set out in this policy and those outlined in the Lancashire Safeguarding Children Board Inter-agency Child Protection procedures:



- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care in the area that the event or incident took place. If the incident or event has taken place within Lancashire then Lancashire LCSB and the pupil's home local authority children's services need to be informed. Lancashire LADO needs to be notified **if the concern relates to a member of school staff or volunteer staff**. This will be explained to the child or family member and appropriate reassurance given
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Early intervention in providing support services will utilise the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children

### **3. Roles and Responsibilities**

**3.1** All staff working at Mountwood Academy have a statutory duty and shared responsibility to safeguard and protect the welfare of children and young people.

**3.2** The Managers of Mountwood Academy through Designated Safeguarding Leads (DSL) (Emily Haddock and Sean Di Sora) have responsibility for:

- Ensuring Mountwood Academy operate and practice in line with the organisations safeguarding policies and procedures that comply with Lancashire LSCB arrangements
- Providing the necessary support and resources to ensure schools and keep children and young people safe, through at least good standards of care and education
- Reporting on a monthly basis an overview of safeguarding concerns and issues, actions taken and any potential implications for future practice
- Organising an annual safeguarding audit, with the designated safeguarding leads ensuring recommendations have been effectively implemented through monthly monitoring visits
- Providing support and resources to the staff involved in managing safeguarding issues, as the organisation acknowledges how stressful safeguarding situations are e.g. providing additional staffing or therapy if required
- To review the organisation's safeguarding policy annually, next review date November 2017
- The DSL in Mountwood Academy is a member of the senior leadership team

**3.3** If there is a concern or allegation against the Head Teacher or the Manager the staff should inform Katie Stephens on 07920 057891

**3.4** The Head Teacher has responsibility for:

- Ensuring the organisation's safeguarding policies and procedures are effectively embedded in the culture of the school and are compliant with LSCB Lancashire procedures
- To ensure that there is a Designated Safeguarding Lead on the Senior Leadership Team, with the appropriate training and time and support to fulfil their role and responsibilities

- To ensure there is a trained Deputy DSL
- To ensure all staff and volunteers are trained in the definitions and signs of abuse, and are conversant with their safeguarding duties, and have sound knowledge of the referral process
- To ensure that there is a designated manager of allegations against staff, normally a member of the senior leadership team and that they implement the procedure.
- To ensure confidentiality protocols are respected and that information is shared with the relevant agencies and personnel
- To ensure safeguarding practices and procedures, prevent, protect and support children and young people from the risks of harm and potential abuse
- To ensure any child or young person who has been subject to harm or abuse receives the support required including hospital treatment
- To ensure the staff including agency staff and volunteers are aware of who the LADO Tim Booth, DSL Leads Emily Haddock and Sean Di Sora through, policy, induction, training, briefings and displays on notice boards

### 3.5 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that the LADO for Mountwood Academy is informed of any allegations about staff members or other persons in a professional role at the earliest opportunity
- Ensuring that children and young people who are at risk of harm or who have been potentially abused are immediately protected and safe from harm or abuse
- Referring a child or young person if there are grounds for concern to the relevant local Children's Services team, initially by telephone: Lancashire-  
**First Response – 0300 123 6720**
- If the concerns or alleged abuse relate to the child or young person's home life, then the DSL should contact the relevant local Children's Services team. At the point of referral the DSL should seek advice with regards contacting parents/carers
- The DSL referring must ensure the school does not take any further action without first consulting the relevant Children's Services team
- Providing a full written record of the referral and accurate chronology, outlining communication and actions taken to the local area Children's Services team within 24 hours

- Ensuring that all records are maintained confidentially, securely and separately from other children and young person's records. Access to the confidential records is restricted to the DSLs. A clear 'sign post' will indicate in a young person's main file that a confidential report is held in a separate Child Protection file
- Providing support and guidance to staff on safeguarding issues
- Ensuring that the DSL attends case conferences, CORE groups or other multi agency planning meetings, contributes to assessments and provides a report that has been shared with the parents
- Liaising with other agencies and professionals (e.g. contact details of local Children's Services team)

### **3.6** The Staff at Mountwood Academy are responsible for:

- Supporting and delivering a curriculum which promotes the prevention of and protection from child abuse or harm
- Supporting the school and home in providing an atmosphere and ethos in which pupils feel secure and are encouraged to talk and be listened to
- Listening to any child who approaches them wishing to share worries and concerns
- Being supportive of children and young people, while helping them understand that they cannot guarantee absolute confidentiality
- Being alert to any signs of abuse or harm in the children and young people they have contact with
- Immediately reporting any such concerns both orally and in writing to the lead DSL Emily Haddock and Sean Di Sora (Deputy).
- Understanding that individual staff with concerns may refer to the local children's services directly
- Taking part in any training provided by the school and home on child protection issues
- Understanding and practising the school's safeguarding procedures

## **4. Definitions and Signs of Abuse**

### **4.1 What is child abuse?**

Child abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or by failing to act to

prevent harm. Children or young people may be abused in a family or institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet).

There are four key categories of child abuse:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

#### **4.2 General signs of abuse:**

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

**Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.**

- Regularly experiencing nightmares or sleeping problems
- Changes in personality
- Outbursts of anger
- Changes in eating habits
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Self-harming (includes head banging, scratching, cutting)
- Not receiving adequate medical attention after injuries
- Showing violence to animals, toys, peers
- Knowledge of "issues" e.g. alcohol, drugs, sexual behaviour
- Lacking in confidence or often wary/anxious
- Regressing to the behaviour of younger children
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly

**4.3. 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.

Signs and Symptoms of Physical abuse: It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising:

- Bruises on the cheeks, ears, palms, arms and feet
- Bruises on the back, buttocks, tummy, hips and backs of legs
- Multiple bruises in clusters, usually on the upper arms or outer thighs
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe
- Large oval shaped bite marks

Burns or scalds:

- Any burns which have a clear shape of an object, e.g. cigarette burns
- Burns to the backs of hands, feet, legs, genitals, or buttocks

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

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

**Cyberbullying is a growing problem and includes:**

- Sending threatening or disturbing text messages
- Homophobia, racism or sexism
- Making silent, hoax or abusive calls

- Creating and sharing embarrassing images or videos
- 'Trolling', the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for someone in an abusive poll
- Hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending 'sexts' to pressure a child into sending images or other activity

**Signs and Symptoms of Emotional abuse:** It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse:

- Inappropriate knowledge of " matters such as sex, alcohol and drugs
- Extreme emotional outbursts
- Very low self-esteem, often with an inability to accept praise or to trust
- Lack of any sense of fun, over-serious or apathetic
- Excessive clingy or attention seeking behaviour
- Over-anxiety, either watchful and constantly checking or over-anxious to please
- Developmental delay, especially in speech
- Substantial failure to reach potential in learning, linked with lack of confidence, poor concentration and lack of pride in achievement
- Self-harming, compulsive rituals, stereotypic repetitive behaviour
- Unusual pattern of response to others showing emotions

**4.5 Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by males. Women can also commit acts of sexual abuse, as can other children.

**Signs and Symptoms of Sexual abuse:** Sexual abuse often presents itself in a veiled way. Although some child victims have obvious genital injuries, a sexually transmitted disease or are pregnant, relatively few show such obvious signs.

Recognition of sexual abuse generally follows either a direct statement from the child (or very occasionally from the abuser), or more often, suspicion based on the child's circumstances, behaviour, or physical symptoms or signs.

The following list of commonly observed indicators is not exhaustive and there may be situations where none of them is present, even though a child is known to have been abused sexually. Equally, even if some are present it may also not be definitive of sexual abuse. These physical signs should alert professionals to the possibility of abuse. Suspicion increases where several features are present together.

### **Physical manifestations:**

- Sexually transmitted diseases
- Pregnancy (especially in younger girls or when identity of father is uncertain)
- Genital lacerations or bruising
- Vaginal bleeding in prepubescent girls
- Abnormal dilation of vagina, anus or urethra
- Additional physical signs

Although these signs are not on their own indicative of sexual abuse, they include:

- Itching, redness, soreness
- Unexplained bleeding from vagina or anus
- Daytime wetting
- Faecal soiling or retention

### **Emotional and behavioural manifestations**

Behaviour with sexual overtones (depending on age and understanding):

- Explicit or frequent sexual preoccupation in talk and play
- Sexual relationships with s or other children
- Hinting at sexual activity or secrets through words, play or drawings

Children may also behave in the following ways:

- Withdrawn, fearful or aggressive behaviour to peers
- Running away from home
- Suicide attempts and self-mutilation
- Child psychiatric problems, including behaviour problems, withdrawal from social contact, onset of wetting or soiling when previously dry and clean, severe sleep disturbances, arson (fire setting)



- Learning problems which do not match intellectual ability, or poor concentration (NB: for some sexually abused children, school may be a haven - they will arrive early, are reluctant to leave and perform well)
- Marked reluctance to participate in physical activity or to change clothes for PE, etc

**4.5 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 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.

**Signs and Symptoms of Neglect:** It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect:

Further Signs of Neglect:

Hygiene

- Poor hygiene, frequently smelly or dirty and regularly have dirty and unwashed clothing

Health

- Untreated health and dental problems
  - Poor muscle tone and prominent joints
  - Poor skin; sores, rashes, flea bites, scabies and ringworm
  - Thin swollen tummy
  - Injuries caused by accidents, e.g. cuts or burns becoming infected
  - Anaemia
  - Incontinence
  - Faltering growth and not reaching developmental milestones
  - Recurring illness or infections
- 
- Nutrition
  - Often hungry

- No breakfast

#### Development

- Being tired
- Withdrawn and unhappy
- Anxious and avoiding people
- Difficulty making friends
- Poor language and communication skills
- Poor social skills
- Missing school

**4.7 Child Sexual Exploitation (CSE):** Sexual exploitation is a form of sexual abuse in which a young person is manipulated or forced into taking part in a sexual act. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for attention, affection, money, drugs, alcohol, food, somewhere to stay, gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices. This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them.

Sexual Exploitation can happen to any child/young person whatever their background, age, gender, race or sexuality or wherever they live. In all cases, those exploiting the child/young person are highly manipulative people who have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. This form of abuse is usually a hidden crime as the child/young person trusts their abuser and does not understand why they are being abused or they may just be too scared to tell anyone what is happening. It can involve violent, humiliating and degrading sexual assaults.

**Signs and Symptoms of Child Sexual Exploitation:** Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and some do not recognise that they are being exploited. However, there are a number of tell-tale signs that the child may be being groomed for sexual exploitation.

These include:

- Going missing for periods of time or regularly returning home late
- Regularly missing school or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends

- Suffering from sexually transmitted infection
- Mood swings or changes in emotional well-being
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

*(DfE Sexual violence and harassment between children in schools, 2017)*  
*(UKCCIS Sexting in schools and colleges, 2016)*

## **Child Victims of Trafficking**

Trafficking of children is a form of human trafficking which means the recruitment, transportation, transfer, harbouring, and/or receipt of a child by means of a threat or use of force or other forms of coercion for the purposes of exploitation.

Trafficking specifically targets the child as an object of exploitation; the child may be unaware of their fate:

- Reason for trafficking children
- Sexual exploitation
- Domestic servitude
- Sweatshop, restaurant and other catering work
- Agricultural labour, including tending plants in illegal cannabis farms
- Benefit fraud
- Involvement in petty criminal activity
- Organ harvesting
- Drug mules, drug dealing or decoys for drug traffickers
- Illegal inter-country adoption

It is possible that unaccompanied asylum seeking children (UASC) may have been trafficked into the UK and are likely to remain under the influence of their traffickers, even whilst they are looked after.

Any child who has been a victim of trafficking will have a risk assessment setting out how the child will be protected from any trafficker, to minimise any risk of traffickers being able to re-involve a child in exploitative activities. This plan should include contingency plans to be followed if the young person goes missing.

### **Signs that a child may be trafficked include:**

- Is withdrawn and refuses to talk or appears afraid to talk to a person in authority
- Does not appear to have money but does have a mobile phone
- Possession of large amounts of money or expensive belongings with no plausible explanation
- Receives unexplained/unidentified phone calls whilst in placement
- Has a history with missing links and unexplained moves

## **Grooming**

Grooming can happen in person, online and in gangs or groups.

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Grooming can be more than just one single person, it can happen in gangs or groups of people who are of both the same, and different, age, ethnicity, religion and social backgrounds.

#### **4.8 Female Genital Mutilation (FGM) and Forced Marriage**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and has been a criminal offence in the UK since 1985. In

2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM is a hidden crime, so we don't know exactly how common it is. Even partial removal or 'nipping' can risk serious health problems for girls and women.

FGM is usually performed by someone with no medical training. Girls are given no anesthetic, no antiseptic treatment and are often forcibly restrained. The cutting is made using instruments such as a knife, pair of scissors, scalpel, glass or razor blade.

Girls are more at risk if FGM has been carried out on their mother, sister or a member of their extended family.

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK

She may ask a teacher or another for help if she suspects FGM is going to happen or she may run away from home or miss school.

A girl or woman who has had FGM may:-

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases

### **Long-term effects**

Girls and women who have had FGM may have problems that continue through hood, including:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

FGM helpline on **0808 028 3550**.

- Mountwood Academy is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit;
- awareness raising about FGM is incorporated in the school's safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. Where a staff member discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty for it to be reported to the police.
- not to consult or discuss with the pupil's parents or family, or others within the community.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girls being at risk from FGM, or already having suffered from FGM.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines and chapter 9 of those guidelines (p42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) give Government powers to issue statutory guidance on FGM to relevant persons.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place statutory duty upon staff, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

**Mandatory reporting commences from October 2015. Staff must report to the police cases where they discover that an act of FGM appears to have been carried out.**

For further information see Multi Agency Practice Guidelines, 2011.

#### **4.9 Vulnerable to Extremism and Radicalisation**

Extremism and radicalisation is another part of safeguarding children and young people. As with any concern, the risk of harm and abuse is raised when young people are vulnerable and is often noticed when students change their behaviour, clothing or attitudes. One aspect of safeguarding children and young people from radicalisation is to set out in 'Promoting fundamental British values as part of SMSC in schools'. This guidance sets out British values as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- The tolerance of those with different faiths and values

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and which specific needs for which an extremist or terrorist group may appear to provide and answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The Government Prevent Strategy, inclusive is the approach to reducing the risk of terrorism, this is called '**CONTEST**' and has four parts:

- **Protect**; to strengthen protection against a terrorist attack
- **Prepare**; to mitigate the impact of an attack
- **Pursue**; to stop terrorist attacks

- **Prevent;** to stop people becoming terrorists or supporting terrorism

### **Definition of terrorism**

**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of the British armed forces is also included in this definition.

From July 1 2015, specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism. This duty is known as the prevent duty. It applied to a wide range of public-facing bodies. Bodies to which the duty applies **MUST HAVE REGARD TO STATUTORY GUIDANCE ISSUES UNDER SECTION 29 OF THE CTSA 2015** (the prevent guidance) Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools.

Extremism takes many forms and all ideologies are included in this area of safeguarding:

- Islamic extremism
- Left wing extremism
- Right wing extremism
- Animal rights extremism

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Mountwood is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation. These procedures may be set out in existing safeguarding policies on implementing the Prevent Duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs)
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training



and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Mountwood must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also PUBLISHED ADVICE FOR SCHOOLS ON THE PREVENT DUTY. The advice is intended to complement the Prevent Guidance and signposts other sources of advice and support.

Staff should understand when it is appropriate to make a referral to the Channel Programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary, consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners to co-operate with local Channel panels.

### **Indicators of vulnerability (signs and symptoms) include:**

#### Identity

- The student is distanced from their cultural/religious heritage and experiences
- Discomfort about their place in society
- Personal crises, the student may be experiencing family tensions
- A sense of isolation
- Low self-esteem
- They may be disassociated from their existing friendship group and become involved with a new and different group of friends
- They may be searching for answers to questions about their identity, faith and belonging

#### Personal Circumstances

- Migration

- Local community tensions and events affecting the student's country of origin may contribute to a sense of grievance that is triggered by a personal experience of racism or discrimination or aspects of Government policy

#### Unmet Aspirations

- The student may have perceptions of injustice
- A feeling of failure
- Rejection of civic life

#### Experiences of Criminality

- Involvement with criminal groups
- Imprisonment and poor resettlement/reintegration on release

#### Special Educational Needs

- Social interaction
- Empathy with others
- Understanding the consequences of their actions; and awareness of the motivation of others

#### More Critical Risk factors could include;

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crises and/or personal crises

#### De-radicalisation

- All inclusive ethos
- Create doubt or disillusionment
- Question ideas
- Safe discussions
- Range of views

**4.10 Bullying** (including cyberbullying): See also Mountwood Academy's **Anti-Bullying Policy and procedures and ICT and E-Safety Policy.**

Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people. Bullying can be overt and plain for all to see or can be subtle and insidious. It can take many forms, but the three main types are:

- Physical – e.g. hitting, kicking, theft
- Verbal – e.g. racist or homophobic remarks, threats, name calling
- Psychological – e.g. excluding from social groups and activities, spreading hurtful rumours

## 5. Training and induction

**5.1** All staff training includes safeguarding level 1, staff code of conduct, safer working practices, behaviour management and how to safeguard the vulnerable children who Mountwood caters for.

## 6. Safeguarding Referral Procedure

**6.1** The first steps to be taken should a member of staff have reasonable cause to suspect that a child or young person is suffering or is likely to suffer significant harm is to ensure the immediate safety of that child or young person and others who may be judged to be at risk of abuse.

Consultation must take place with the Designated Safeguarding Lead (or named deputy) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the Designated Safeguarding Lead who will then make the decision whether a referral is needed to the Lancashire First Response Team (or equivalent other Local Children's Services Care team) or the child's existing social worker. If the child lives in an authority outside of Lancashire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education September 2018', anybody **can** make a referral. However, due to the role of the Designated Safeguarding Lead this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated Safeguarding Lead, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team **0300 123 6720** (or other local authority equivalent) to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For a Lancashire student referral to First Response phone **0300 123 6720**. The phone call will be followed up with written confirmation on the **Multi-agency referral**

**form (MARF)** within 48 hours. The multi-agency form is available from the Lancashire website: [www.Lancashirelscb.com](http://www.Lancashirelscb.com)

**6.2** The person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth. The role of the person to whom a child **makes a disclosure or allegation** is to act promptly on the information they have received by following identified procedure below and immediately informing the DSL. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information is shared appropriately.

**6.3** If a child makes a disclosure or allegation you should:

- Stay calm and listen carefully to what is said. You do not need a ‘witness’
- Carefully explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at her/his own pace and do not interrupt if they are freely recalling events
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions should be framed in an open manner and not ‘lead’ the child in any way. For example say, “Tell me what has happened”, rather than, “Did s/he do...”
- Reassure the child that s/he has done the right thing in telling you. Explain what you will do next and with whom the information will be shared
- Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a ‘statement’
- Contact your DSL as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the local children’s services team
- Record in writing what was said, including the child’s own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Do not discuss with parents/carers

**6.4** Guidance on Information Sharing is available at the following:

- ‘Information Sharing: Guidance for practitioners and managers 2018’.

**6.5** A referral should always be made following a **restrictive physical intervention** if any of the following criteria applies:

- A child or young person is injured or makes an allegation and wishes to make a complaint that they have been harmed by an
- The child or young person wishes to complain about the manner that they have been restrained
- The parent/ carer of the child or young person makes a complaint on behalf of the child or young person about the use of the restrictive physical intervention
- The referral to the local children's services and the LADO is managed by the person responsible for managing allegations against staff within the school– Emily Haddock and Sean Di Sora.

**6.6** This diagram illustrates what action staff, volunteers and consultants should take when there are concerns about the welfare of a child or young person. If, at any point, there is a risk of serious immediate harm to a child or young person, a referral must be made to the local Children's Services team immediately:

## Anybody can make a referral

### Sharing and Recording Concerns

An individual with concerns about a child or young person (see Section 4 Definition and signs of abuse) completes the initial record of concern form and shares these with the DSL who records them. **\*The individual with concerns may refer to children's social care directly.**

### Consideration

If referred to them, the DSL considers if an early help assessment\*\* is needed or if s/he should swiftly move to the next step.

### Referral to Children's social care

An individual with concerns or the designated safeguarding lead may make a referral to children's social care.

### No referral to Children's social care

The individual with concerns and/or the DSL should monitor the situation.

If the child's situation does not appear to be improving the referrer should press for reconsideration.

### Children's social care consideration

Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feedback to the referrer.

### Assessment

Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment\*\*\* all school and homes should allow access to facilitate arrangements.

### No Assessment

If no section 17 or 47\*\*\* assessment is recommended an early help assessment\*\* may be recommended and/or onward referral to other specialist or universal services; children's social care will feedback to the referrer.

\* If cases also involve an allegation of abuse against a staff member, volunteer or consultant, the actions the school or home should take are highlighted in the **management of allegations policy and procedures.**

\*\* Where a child or family would benefit from coordinated support from one agency (e.g. education, health, housing, police and social care) there should be an inter-agency assessment. These assessments should identify what help a child and young person and family require to prevent needs escalating to a point where

intervention would be needed via a statutory assessment under the children act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, SENCO, GP, Family support worker and/or health visitor.

\*\*\* Where there are more complex needs help may be provided under section 17 of the children act 1989 (Children In Need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the children act 1989.

## **Responding to concerns relating to Sexual Exploitation and Trafficking**

If a practitioner is concerned that a child or young person is involved or likely to be involved in sexual exploitation and / or trafficking, they should immediately refer to the DSL who will make a Referral to Children's Social Care.

If the child or young person has (or is awaiting allocation of) a social worker, the duty team should send the referral to the named social worker, or in their absence the team manager. Sending all sexual exploitation referrals to the duty teams enables Children's Social Care to ensure a coordinated response.

Mountwood Academy recognise, at all stages, the need for urgent action that may be necessary to secure the child or young person's safety.

Should the DSL have concerns that they would like to discuss prior to a referral, they can do so by consulting with Mountwood DSL or directly with the key contact in Children's Social Care. All professionals are encouraged to seek advice if they are not sure there is sufficient 'evidence' or are not sure about the possible risk indicators (see section 4 above).

In relation to confidentiality, where there are concerns that a child or young person is subject to sexual exploitation/trafficking, all agencies have a responsibility to report their concerns and share information. The need for a child or young person to be safeguarded overrides their right to confidentiality. Data protection should not prevent the sharing of information but ensures that relevant information is shared appropriately.

### **6.7 Thresholds for Intervention:**

Early Support: Common Assessment Framework - CAF

Practitioners should complete a Common Assessment Framework (CAF) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

Nominated staff receive CAF awareness training (Designated Safeguarding Lead will ensure staff are familiar with CAF processes). Staff at Mountwood Academy have regular opportunity to discuss children who appear to have additional needs with the

Designated Safeguarding Lead and CAF Lead, the child and parents. The school will need to obtain parental/pupil consent for a CAF to be completed. Certain young people will be able to give their own consent for a CAF in certain circumstances if they are old enough and competent to do so. The school CAF co-ordinator may need to make a referral directly to other agencies, or request the support of Lancashire County (or other appropriate) Council Local Support Team (LST). The school will inform the LST Co-ordinator when a CAF is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

### **Child in Need – Section 17 of the Children Act 1989:**

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under a CAF, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (or other appropriate Children Service Care Team) to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Person will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (**see Lancashire Threshold guidance**) may require Child in Need Section 17 support. This could include children who self harm or disclose an intent to commit suicide (**Lancashire procedure 4U**).

### **Child Protection:**

Section 47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from MOUNTWOOD ACADEMY do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.



It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay in accordance with reporting and recording procedures. The DSL should maintain an accurate chronology of record of events.

## **7. Managing Allegations against Staff**

### **Duties as an employer and an employee**

7.1 This part of the guidance is about managing cases of allegations that might indicate a person who would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

7.2 We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children and young people at Mountwood Academy. Such allegations are usually that some kind of abuse has taken place. They can be made by children and young people or other concerned s.

- If an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the Deputy DSL if the Head Teacher is not present
- The Head Teacher or Deputy DSL on all such occasions will follow the procedures of the LSCB Protection Procedures, and will inform the Local Authority Designated Officer (**LADO**) – **Tim Booth 0300 123 6720 or email lado@Lancashire.gov.uk**)
- If the allegation made concerns the Head Teacher, the person receiving the allegation will immediately inform Katie Stephens (Service Manager) **07920057891** who will consult the LADO as above, without notifying the Head Teacher first
- Whosoever contacts the LADO (at 2 or 3 above) will discuss the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made

### 7.3 Mountwood DSL will also:

- Consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser
- Contact the parents or carers of the child/young person if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation and provide support
- Ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary i.e. where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal
- Act on any decision made in any Section 47 strategy meeting - The decision of the strategy/Joint evaluation meeting could be: investigation by children's social care, police investigation if there is a criminal element to the allegation, single agency investigation completed by the school which should involve the Senior HR advisor for the School
- Inform the Disclosure and Barring Service (DBS) where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned
- Ensure that a clear comprehensive summary of the allegation, details of the allegation was followed up and resolved, and a note of any action taken and

decisions reached, is kept on the confidential personal file of the accused and a copy provided to the person concerned

- Mountwood Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable ; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on [GOV.UK](https://www.gov.uk)

For further details see [Managing Allegations of Abuse Against Staff Policy](#).

Staff are aware that it is their duty to whistle blow about any potential incidents or concerns and this is reiterated in the staff's code of conduct.

### **Protecting yourself against allegations of abuse**

'Keeping children safe in education September 2018' says that all staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes the school's staff behaviour policy (sometimes called a code of conduct). The school's code of conduct is set out in the Mountwood Academy Staff Handbook (and based on 'Guidance for Safer working Practice for those who work with children and young people in Education Settings' March 2009). You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other s visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils/students on social network sites

**Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.**

## **8. Promoting Good Behaviour and Discipline**

**8.1** The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an , to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

**8.2** When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause.

**8.3** Mountwood Academy accepts the definition of reasonable force:

“Reasonable force uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property”.

**8.4** Mountwood Academy supports and endorses the legal position that it is unlawful to use force as a punishment and believes reasonable force should not be used as a method of compliance.

**8.5** The 1996 Education Act (Section 55OA) and subsequently, Section 93 of the 2006 Education and Inspections Act (April 1st 2007), and reinforced in the DfE Guidance, The Use of Force to Control or Restrain Pupils (2010, 2011 and 2012) all stipulate that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Preventing him/herself from hurting themselves, or placing themselves at risk
- Preventing children and young people from hurting others
- Behaviour leading to serious damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children and young people, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities)

**8.6** The staff at Mountwood Academy are trained to use Team Teach which is accredited by BILD. All staff are trained every two years with the emphasis on de-escalation and preventative strategies.

Please refer to Mountwood Academy [Care and Control Policy](#).

## **9. Information Sharing and Confidentiality**

**9.1** Based upon Government guidance 'Information Sharing: Guidance for Practitioners and Managers', DfE 2018, Mountwood Academy will ensure that data regarding children is correctly stored and managed in line with these principles defined in the 2008 guidance, and that we will take all appropriate action regarding the sharing of information as follows:

- Recognise that legislation (Data Protection Act) is not a barrier to sharing information about concerns
- Be honest and open with the person (be they a child or an ) about why, what, how and with whom information will be shared
- Seek advice when we are in doubt, without disclosing the identity of the person (be they a child or an ) where possible
- Share information with consent where appropriate and respect the wishes of those who do not consent to share confidential information where possible
- Base our information sharing decisions on considerations of safety and well being
- Ensure the information we share is necessary, proportionate, relevant, accurate, timely and secure
- Keep a record of our actions, decisions, and reasons

### **9.2 Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.
- Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.
- Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may

not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

- The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.
- When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.
- The Principal or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and we will always undertake to share our intention to refer a child to the local children's services and with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the relevant LSCB.

## **10. Power and Position of Trust**

**10.1** Mountwood Academy acknowledges all s working with children and young people are in positions of trust in relation to the children and young people in their care. A relationship of trust can be described where one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. All staff must recognise the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Please see '**Guidance for Safer Working Practice for those who Work with Children and Young People in Education Settings**', DCSF March 2009.

**10.2** All staff must uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the member of staff's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

## **11. Child Centred Approach**

**11.1** Mountwood Academy recognises and understands that effective safeguarding systems are child centred. Children and young people in our school are clear that they want from an effective safeguarding system, we know this via our regular children and young people questionnaire feedback.

**11.2** The young people at Mountwood Academy are particularly vulnerable to abuse due to:

- Communication impairments which could mean it is harder for them to report abuse
- Autistic spectrum conditions which could mean that they are more trusting
- Learning disabilities which could mean that they are unable to identify abuse
- Physical disabilities and limited self-help skills which means staff support them with personal care
- Most young people are looked after and live in residential care and have a higher level of staff working with them

**11.3** All our children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This guides the behaviour of our staff. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:

- The Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs; and
- The United Nations Convention on the Rights of the Child (UNCRC). This is an international agreement that protects the rights of children and provides a child-centred framework for the development of services to children

**11.4** At Mountwood Academy we ensure that a broad and balanced PSHCCE curriculum is taught. This includes enabling children and young people to develop self-awareness, positive self-esteem and confidence, encouraging them to:

- Keep themselves and others safe
- Stay as healthy as possible
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own abilities and those of others

- Behave in a socially and morally acceptable way including towards authority and each other
- To become involved in the life of their community
- To know about democracy and how to be an active citizen
- To know about economic wellbeing

Please refer to the school's [Curriculum Statement](#) and [SMSC Policy](#)

## 12. Whistle Blowing

**12.1** Whistle blowing is the mechanism by which s can voice their concerns, made in good faith, without fear of repercussion. Mountwood Academy has a clear and accessible [Whistleblowing Policy](#) that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistleblowing procedure are made aware that their employment rights are protected.

**12.2** Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

**12.3** Through our staff induction process we provide procedures on how staff can implement the Whistleblowing Policy. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. Staff are required to approach their immediate manager in the first instance, if necessary the member of staff should speak to the DSL for Education Emily Haddock: **07584010685** or if the issue concerns Emily Haddock please inform Katie Stephens, Service Manager, on **07920057891**

**12.4** Staff will be protected from harassment or victimisation, and no action will be taken against staff if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered as a disciplinary offence.

**12.5** If staff have concerns and they do not feel that they can follow the whistleblowing procedure, they can contact the NSPCC whistleblowing hotline on 0800 028 0285. The 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.

## 13. Induction and Training



**13.1** When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's Safeguarding Policy and told who the Senior Designated Lead and deputy for safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

**13.2** Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to, signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality. After the induction all staff will have a clear understanding of the definition of emotional, physical, sexual and neglectful child abuse and the risks of child sexual exploitation. New staff will be made aware of the Lancashire Safeguarding Children Board procedures ([www.Lancashirelscb.com](http://www.Lancashirelscb.com)).

**13.3** New staff who have not had any Child Protection/Safeguarding training will be provided with safeguarding training (level 1 or equivalent) within their first 6 months in post. The Level 1 training will be updated every 3 years and recorded. The Designated and Deputy Designated Safeguarding Leads will attend Lancashire Safeguarding Board Courses at Level 2 and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the Lancashire training strategy.

**13.4** All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and Deputy DSL are. They will also be informed with reference recording and reporting procedures.

**13.5** Mountwood Academy will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our schools and homes.

**13.6** We actively encourage all of our staff at MOUNTWOOD ACADEMY to keep up to date with the most recent local and national Safeguarding advice and guidance. This can be accessed looking on the LSCB website and other useful safeguarding documents.

## **14. Safer Recruitment**

**14.1** We will ensure that the Head Teacher has completed appropriate safer recruitment training, recognised by the DfE. At all times the Headteacher and Mountwood Academy will ensure that safer recruitment practices and procedures are followed in accordance with the requirements of 'Keeping Children Safe in Education September 2018'. We will ensure that at least one member of any interview panel is appropriately trained in safer recruitment.

**14.2** Mountwood Academy will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview and verify the references accordingly. We will question the contents of

application form e.g. breaks in employment history (including overseas), if we are unclear about them. We will undertake enhanced Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. Under no circumstances will we consider offering employment to anyone who is barred from working in schools under Section 142 of the Education Act 2002. Identity checks will include evidence of right to work in the UK and teachers will be subject to prohibition from teaching checks.

**14.3** We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements and is signed off on a termly basis by the Head Teacher.

**14.4** Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against s or children, or are charged with such a criminal offence, must inform the head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. The Head Teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

**14.5** Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Head Teacher. The Head Teacher will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against Persons who work in a position of trust with children. Appropriate action will be agreed.

**14.6** Mountwood Academy have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable ; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on [GOV.UK](https://www.gov.uk)

Please refer to the MOUNTWOOD ACADEMY [Safer Recruitment Policy](#).

## **15. Missing Children (from school / home)**

**15.1** Mountwood Academy recognises that safeguarding and promoting the welfare of children is a key duty and requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk.

**15.2** Mountwood Academy refers to the definitions set out by the police force in April 2013. These are:

- Missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of crime or at risk of harm to themselves or another; and
- Absent: a person not at a place where they are expected or required to be

**15.3** The police classification of a person as ‘missing’ or ‘absent’ will be based on on-going risk assessment. Note that ‘absent’ within this definition would not include those defined as “away from placement without authorisation” above: a child whose whereabouts are known would not be treated as either ‘missing’ or ‘absent’ under the police definitions.

**15.4** Mountwood Academy has categories for absence, including authorised, unauthorised, missing from home and missing from school. Each school and home will have preventative strategies, risk assessments, debriefing with children and young people when issues occur and a set procedure for these circumstances.

Please refer to [Missing from school Policy and procedures](#)

### **15.5 Attendance;**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education / care is a potential indicator of abuse or neglect. Staff should follow the procedures for dealing with children that go missing from education or home, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

MountwoodSchools safeguarding policies and procedures are in place for children who go missing from education and care, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The Law requires all schools to have an admission register and with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

MountwoodSchools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school systems e.g. home education
- Have ceased to attend school and no longer live within reasonable distance of the school which they are registered
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he or she nor his or her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period of,
- Have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that the authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**Mountwood Academy must inform the local authority of any pupil who fails to attend school regularly, or have been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

## **16. Bullying**

**16.1** Mountwood Academy acknowledges and recognises that under the Children Act 1989 bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm'. Where this is the case, the school staff should report their concerns to the relevant local authority Children's Services team. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the child or young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a child or young person engaging in bullying, (DfE 'Preventing and Tackling Bullying', March 2014).

**16.2** Bullying can have a profound impact on emotional and mental health. We have an [Anti-Bullying policy](#) setting out the respective rights and responsibilities of the young people and our staff in preventing and dealing with bullying.

**16.3** Staff raise awareness of bullying through developing a culture in which respect and consideration for others is fundamental. We encourage young people to report bullying in the knowledge that it will be taken seriously.

**16.4** Staff are trained in conflict management techniques to help them boost a young person's self-esteem and create a positive environment both of which we recognise as important factors in preventing young people from being bullied or becoming bullies.

**16.5** School staff should apply intervention or disciplinary measures to children and young people to show clearly that their behaviour is wrong. Intervention or disciplinary measures should be applied fairly, consistently and reasonably taking into account any special educational needs or disabilities that the children or young people may have and taking into account the needs of vulnerable children and young people. It is important that the school considers the motivations behind the bullying and whether it reveals any concerns for the safety of the perpetrator.

Please also see [Anti-Bullying Policy](#).

## **17. Protection of Vulnerable Persons**

**17.1** A vulnerable is a person who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

**17.2** This could include:

- People with learning disabilities
- People with mental health problems
- Older people
- People with a physical disability or impairment

**17.3** The need for additional support to protect themselves may be increased when it is complicated by additional factors such as:

- Physical frailty or chronic illness
- Sensory impairment
- Challenging behaviour
- Drug or alcohol problems
- Social or emotional problems
- Poverty or homelessness

**17.4** It is every 's right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Anyone who is concerned about a vulnerable person should contact social care and placing authority.

## **18. E-Safety**

**18.1** The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children.

**18.2** Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows s, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

**18.3** The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHCE and sex and relationship education.

### **Protection is Prevention**

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Person should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the Mountwood Academy mobile phone procedures within the

#### **ICT and E-Safety Policy**

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

## **19. Risk Assessments**

**19.1** Mountwood Academy will be expected to conduct regular risk assessments and maintain risk registers in respect of known safeguarding risks both site specific

and child specific and the control measures in place to control these risks. Each of Mountwood Academy's settings has differences in regards to the scope of need of the young people it accommodates, the built environment and the locality. For this reason different approaches and control measures will be taken dependent on the setting.

**19.2** This is to ensure we are doing everything possible to assess, control and action any presenting risks. Thus promoting a safe, positive environment and safeguarding culture for all concerned.

**19.3** Mountwood Academy should ensure the senior management review the risk register and make amendments to the associated risk assessment at least quarterly. The risk register and pupil risk assessments will be periodically reviewed and audited by Mountwood Academy on an annual basis.

## **20. Recording and Reporting**

Learning from Serious Case Reviews continues to identify the need for improved record keeping and information sharing, both within and between agencies.

**Mountwood Academy recognise that accurate and up-to-date record keeping is essential for a number of reasons:**

- It helps the school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear.
- It helps the school to monitor and manage its safeguarding practices.
- It helps to evidence robust and effective safeguarding practice in inspections and audits.
- Accurate and specific records are important where there are child protection and safeguarding concerns e.g. a chronology of information gathered and action taken.
- Mountwood Academy has clear procedures for reporting and recording child protection concerns (please refer to the 'Child Protection Record keeping procedures' document). This should be read in conjunction with:
- Working Together to Safeguard Children – September 2018 - Information Sharing: Guidance for practitioners and Managers

The procedures give clear guidance on:

- Recording reports
- Storing child protection (CP) files
- Who has access to CP files and information sharing
- Transferring CP Files

- Retention of CP files
- Auditing of CP fil

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder

Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, will be retained securely and separately to the curriculum records of the child. A clear 'sign post' will indicate in a young person's main file that a confidential report is held in a separate Child Protection file. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or s and sent in a timely and secure manner to the Designated Safeguarding Person of the receiving school or college.

### **Concern Form**

These forms are completed by staff when there is a concern or 'nagging doubt' about any aspect of a child's general welfare. (Examples may include changes in a child's behaviour, a comment overheard in a conversation, initial concerns around attendance or changes in eating habits). The doubt may or may not be related to a Child Protection or Safeguarding issue. These forms are completed by a member of staff and then returned to the DSL or Deputy DSL. The DSL/DSL will review the form to decide what action is to be taken ie to be managed internally or to take other action including making a referral to the relevant Children's Services Team. If it is decided that the issue can be managed internally the DSL/Deputy DSL will pass the form to the Pastoral Team and a plan of action will be agreed.

### **Attendance at Child Protection Conferences**

The Designated Safeguarding Lead or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on Lancashire Education Safeguarding Advice website.



Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

If a child is made subject to a Child Protection Plan this will be clearly signposted in his/her main file but confidential records will not be kept in the main file, these will be securely stored separately.

## **21. Evaluation and Monitoring**

**21.1** Mountwood Academy will monitor and evaluate policies, practices and procedures in relation to safeguarding with the school on a regular basis to ensure it keeps current with the most modern guidance and legislation.

**21.2** Mountwood Academy requires safeguarding as a regular item on the agenda of Senior Management Teams meetings, therefore being at the forefront of senior managers thinking. In these meetings safeguarding training, the risk assessment and risk register should be reviewed and updated where necessary.

**21.3** To ensure the school responds positively to advice regarding safeguarding concerns and adapt its practice and procedures accordingly, monthly reports are requested to be sent outlining any recent concerns or welfare issues. The Senior Designated Lead (Care or Education) will then choose the level of intervention and support required to further support the establishment.

**21.4** The Mountwood Academy central team make regular visits to the organisations and work through supporting development as documented in the School Development Plan. Annual Safeguarding Audits are carried out internally in each Mountwood Academy setting by the Senior Designated Person and Management Team. These are then validated by an external consultant or the appropriate Senior Designated Lead. Each school is expected to respond to any recommendations.

**21.5** This Policy Framework is reviewed and evaluated on annual basis by a Policy Review team, comprising of Senior Managers from our care, education, management, and health teams.

**Designated safeguarding lead school: Emily Haddock**

**Deputy designated safeguarding lead school: Sean Di Sora**

**Designated safeguarding lead children's home: Lindsay Tallon**

**Deputy designated safeguarding lead children's home: Matt Huntley**

**The Nominated Mountwood Governor (Education) for Safeguarding is: Robert Sankey but all governors recognise their safeguarding responsibilities**

Further advice on Safeguarding matters (Lancashire) can also be obtained from:

First Response Team including LADO advice: 0333 240 1727

Emergency Duty Team (for out of office hours referrals for children): 0333 240 1727

Lancashire Vulnerable Persons referral contact details: 01539 713378 or 01539 713343

Lancashire County Council - Education Safeguarding Advice Service: 01785 895836

Email: [lscb@Lancashire.gov.uk](mailto:lscb@Lancashire.gov.uk)

Website: [www.Lancashirelscb.com](http://www.Lancashirelscb.com)

**Key documents referred to and underpinning this policy are:**

- 'Working Together to Safeguard Children' 2018 (DfE)
- Lancashire Safeguarding Children Board Procedures (online)
- Lancashire Safeguarding Children Board Training Catalogue (online)
- [www.Lancashirelscb.com](http://www.Lancashirelscb.com)
- Keeping Children Safe in Education September 2018
- The Children Act 1989 and 2004
- Education Acts 2002/2006
- Lancashire e-safety Tool Kit
- Guidance for Safer Working Practice with s who work with children and young people in education settings 2009
- Information Sharing, guidance for practitioners and managers DFE 2018

**Monitoring and review**

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

**Approval by Mountwood Academy**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

**End of policy statement**