



DESBOROUGH COLLEGE

CHILD PROTECTION & SAFEGUARDING POLICY 2021-22

Key document details

Equality Impact Assessment required? If yes, date of EIA	Yes / No
Ratified:	Summer 2021
Approver:	Trust Board
Next review:	Summer 2022

CHILD PROTECTION POLICY

Introduction

Schools have a duty to safeguard and promote the welfare of students under the Children's Act 2004 and Education Act 2002. They should create and maintain a safe learning environment for children and young people, and identify where there are child welfare concerns and take action to address them, in partnership with other organisations and where appropriate while

cooperating with local authorities. The school's responsibility to safeguard and promote the welfare of children is of paramount importance. Our policy and annexes will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review. Keeping Children Safe in Education 2021 explicitly states that safeguarding is everyone's responsibility and the best interests of the child are paramount. Keeping Children Safe in Education (KCSIE) 2021 comes into force 01/09/2021.

Guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic and in the return to school settings is available and should be read alongside KCSIE 2021.

KCSIE 2021 ensures the development of a safeguarding culture is emphasised. Paragraph 82 says, "governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of progress and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart."

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our internal procedures to ensure that students receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, trustees, and any adult visiting the school site.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child' - Keeping Children Safe in Education 2021.

Policy principles

All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

All staff have a personal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm. All staff, and other adults involved with the school will receive appropriate support and training annually so that all staff have Child Protection basic training as a minimum. The Designated Safeguarding Lead and Deputies will have additional and specialist training at least biannually with regular updates as required. All staff, including those visiting, will be required to confirm that they understand this Child Protection Policy. There is a proportional risk-based approach to the level of information that is provided to all staff including temporary staff and volunteers.

Policy aims:

To provide all staff with the necessary information to enable them to meet their child protection responsibilities;

To ensure consistent good practice;

To demonstrate the school's commitment with regard to child protection to students, parents and other partners.

Key personnel

Maidenhead and Windsor

Local Authority Designated Officer (LADO) Mandy Burrows

Email: mandy.burrows@achievingforchildren.org.uk

Phone: 02088917311

The nominated trustee for child protection is Derek Moss.

For details of Designated/Deputy Safeguarding Leads (DSL/DDSL), nominated child protection trustee and staff with additional and specialist training please see Appendix 6 which will be updated as required without the policy itself being reviewed.

Everyone who comes into contact with children and families has a role to play in safeguarding children. Desborough staff form part of the wider safeguarding system for children. Staff at Desborough College contribute to interagency working.

The Teacher's Standards 2012 state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Equality and Diversity

The Equality Act 2010 has three main aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Equality Impact Assessments are completed to ensure that we take an evidence-based approach designed to ensure that our policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation.

Desborough College takes responsibility to address inappropriate behaviour in school using a mix of universal, targeted and specialist interventions. Please see our behaviour and culture policy.

We work across all key stages to help young people develop the skills and knowledge that they need to resolve conflict and work alongside each other in a positive working relationship. Staff are trained to challenge aggressive behaviour appropriately to prevent recurrence of this and to understand the risks for specific groups including those, but not exclusively those that are gender based.

We work with other agencies to share information and build an understanding of any community issues and concerns that arise outside of school to develop a multi-agency response. Relevant referrals will be made as appropriate following any concerns raised.

Keeping Children Safe in Education 2021

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment

- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Working Together to Safeguard Children 2018

This revised guidance was published in 2018 and aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

All Desborough College staff should be prepared to identify children who may benefit from Early Help. This means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss Early Help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an Early Help Assessment.

If Early Help is appropriate, the DSL and/or Deputy will support staff in identifying emerging problems, sharing information with other professionals and in assessment and, at times, acting as the lead professional in undertaking an Early Help Assessment.

If Early Help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the situation does not appear to improve for the child.

Working Together to Safeguard Children 2018 highlights specifically that practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves • has returned home to their family from care
- is a privately fostered child.

Local Safeguarding Children Boards (LSCBs) have been replaced by “safeguarding partners” following the updates to Working Together to Safeguard Children 2018. Under the new legislation of Working Together to Safeguard Children 2018, three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.

In the event of a student disclosure, it is the responsibility of every member of staff to:

- Report your concern to the DSL at your earliest convenience via CPOMS or if appropriate in person. You must ensure, even if the referral is made directly to the DSL, that all details of the concern raised are recorded on CPOMS;
- Not ask investigative questions under any circumstances;
- Let him/her know that you must pass the information on – you are not allowed to keep secrets;
- Remain calm and not overreact;
- Tell the student what will happen next. The student may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day;
- Keep the disclosure confidential from colleagues, friends and family. You can discuss any issues with the DSL or Deputies;
- If a child is in immediate danger or at risk of harm, a referral should be made to children’s social care and/or the police immediately. Where a referral is not made by the DSL, then they should be informed as soon as possible.

The Board of Trustees ensures that Desborough College:

- Have a DSL for child protection, who is a senior manager and who has undertaken training in inter-agency working in-line with statutory guidance Keeping Children Safe in Education 2021, in addition to basic child protection training;
- Have a Child Protection Policy and procedures that are consistent with local authority and safeguarding partner requirements, reviewed annually and made available to parents on request;
- Meet a child’s needs recognising the importance of information sharing between professionals and local agencies. Fears around information sharing cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. They will have regard to Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018;
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal that are covered in the Whistleblowing Policy. Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed other whistleblowing

channels may be open to them, advice can be found via NSPCC whistleblowing helpline;

- Ensure that there are procedures in place to respond to an allegation against a member of staff, including supply teachers, peripatetic teachers and volunteers (taking into account known and transferable risk), including referrals to the Local Authority Designated Officer. See Whistleblowing Policy.

The DSL and Deputies:

- Are appropriately trained at least every two years and, in addition to their formal training their knowledge and skills, will be updated through e-bulletins, meetings for DSLs, local safeguarding forums and meetings, reading updates and developments in safeguarding at regular intervals to keep up-to-date with any developments relevant to their role;
- Have their role defined in their job description;
- Act as a source of support and expertise to the school's community;
- Ultimate lead responsibilities remain with the DSL and these should not be delegated;
- During term time a Designated Safeguarding Lead or Deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns;
- Appropriate and adequate cover will be provided by the DSL and deputies for out of hours and out of term activities for staff to be able to raise safeguarding concerns;
- Ensure that the child's wishes are taken into account in any necessary action that needs to be taken;
- Have an understanding of local safeguarding procedures;
- Keep written records of all concerns will be stored securely in CPOMS and are kept separate from, the student's general file;
- Refer cases of suspected abuse to children's social care and/or police as appropriate;
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation;
- Ensure that when a student with a child protection plan leaves school, their information is passed to their new school and the student's social worker is informed;
- Attend and/or contribute to child protection conferences;
- Coordinate the school's contribution to child protection plans;
- Have a DSL/Deputy or a member of SLT who is lead for Looked-after Children (LAC) and missing children;
- Develop effective links with relevant statutory and voluntary agencies;
- Ensure that all staff sign to indicate that they have read and understood the Child Protection Policy and their own responsibility;
- Ensure that all staff will be required to read Part 1 of KCSIE and Annex A
- Keep records of staff attendance at child protection training;
- Make the Child Protection Policy available to parents;
- Provide suitable training to all staff and other adults at Desborough College
- Lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children are in need are experiencing, or have experienced, and identify the impact that these issues might be having on children, engagement and achievement at school

Understanding the views of children

We recognise the need for an emphasis on the importance of understanding the views of young people.

It is important that children feel heard and understood. We will encourage and develop a culture of listening to children and taking account of their wishes and feelings. We understand the

difficulties that some children will have approaching staff about their circumstances and we will develop relationships of trust to facilitate communication.

Visitors

Visitors to school or parents/carers can raise a concern using the relevant record of concern form for the school and hand it to the DSL (Appendix 4) along with the Information Leaflet for visiting staff regarding Child Protection (Appendix 1)

Visitor procedures - procedures are in place to ensure that safe and consistent protocol is followed when visitors come to Desborough College.

Staff Training

Staff training includes online safety and this is integrated, aligned and considered as part of our whole school safeguarding approach and the wider staff training and curriculum planning. The staff CPDL programme is regularly reviewed to ensure that all the knowledge staff need is included and to ensure that it is clear to staff what and how things need to be implemented.

- A training strategy is in place to ensure all staff, including the Principal, receive child protection training, with refresher training at yearly intervals.
- Ensure each DSL/DDSL receives full updated training biannually with regular termly updates;
- All staff will receive appropriate safeguarding and child protection training annually. They will also receive updates via email, staff briefings, and e-bulletins throughout the year to provide them with relevant skills and knowledge to safeguard children effectively;
- Arrangements to ensure that all temporary staff, supply teachers and volunteers are made aware of Desborough College's arrangements for child protection.

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes the coordinated offer of Early Help when additional needs are identified and contributing to inter-agency plans to provide support to children on CIN and CP plans.

The school will allow access for children's social care from the host LA where appropriate for that LA to conduct a section 17 or a section 47 assessment.

Following a conversation with Children's Social Care, the school will normally seek to discuss any concerns about a student with their parents/carers.

This must be handled sensitively, the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure unless they are advised not to or if by doing so, the DSL/DDSL believes that this could increase the risk to the student or exacerbate the problem. Advice will first be sought from children's social care.

In line with the updated Working Together to Safeguard Children, training should allow the DSL to "recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online".

Please see Appendix 2 for **Recognising abuse**

Safer Recruitment – please see Appendix 7.

When to call the police

This advice covers incidents on school premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police.

This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police.

Advice and guidance to be found here:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label, in most cases multiple issues will overlap with one another. All staff must be aware of and familiar with the following:

- Staff code of conduct
- Safeguarding policy and procedures
- Behaviour/Culture policy
- The role of the DSL
- KCSIE part 1 and annex A
- Whistle blowing policy

All staff should be aware of the safeguarding issues linked to the 'toxic trio' (substance misuse, domestic violence and mental ill-health); as well as the impact of and possible causes of child mental health difficulties; children missing in education including the school response to this; child sexual and criminal exploitation, trafficking and modern-day slavery; radicalisation and online safety, and how these put children in danger.

Safeguarding Developments

New additions to the further information section in KCSIE 2021

- Child abduction and community safety incidents ○
Modern Slavery and the National Referral
Mechanism ○ Cybercrime

Training will be provided for all staff around the new and emerging issues as required. Advice will be given on the presenting signs and symptoms, required response and further advice, guidance and signposting as required.

For all specific areas of safeguarding risk and concern you can find detailed advice and guidance on our school website and on the One Drive. Below you will find information relating to key areas of safeguarding concern raised in the most recent legislation.

Curriculum

All children at school are taught about safeguarding issues in an age appropriate manner including on-line safety, bullying, teenage relationship abuse, domestic violence, drugs, gangs and youth violence, gender based violence and violence against girls, female genital mutilation, forced marriage, mental health, sexting and porn, sexual and criminal exploitation, trafficking, peer-on-peer abuse including sexual violence and harassment, illicit substances and misuse including county lines and radicalisation.

Bullying, including cyber bullying

It is vital that staff are aware of how to prevent and tackle bullying. Further government advice and guidance can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the DSL will report their concerns to their local authority children's social care.

Some forms of bullying are illegal and these must be reported to the police. These include:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages;
- Hate crimes.

In Keeping Children Safe in Education 2021 all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but not limited to:

Bullying (including cyber bullying), or gender-based violence/sexual assaults and sexting.

Peer-On-Peer Abuse

This can take various forms and can include bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour and/or gender-based violence and abuse.

Victims of peer on peer abuse will be supported through the pastoral teams, the SEND teams and external agencies where appropriate, including but not limited to the following: Integrated youth services, Educational Psychology, psychotherapy/counselling and CAMHS.

Please also see Peer-On-Peer Abuse guidance and policy 2021.

Sexual Violence and Sexual Harassment between children in schools for 2021

All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Staff should report any concerns to the DSL via the normal channels.

Victims of peer on peer abuse will be supported through the pastoral teams, the SEND teams and external agencies where appropriate, including but not limited to the following: Integrated youth services, Educational Psychology, ELSA, counselling and CAMHS.

Child criminal exploitation: county lines

A new section on child criminal exploitation was updated in KCSIE 2020 addressing this widespread form of harm that is a "typical feature of county lines criminal activity".

This refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

The guide states that the key to identifying potential involvement in county lines is "missing episodes" – where the victim may have been trafficked for the purpose of transporting drugs. In such cases, a referral to the National Referral Mechanism should be considered.

Children missing from education

A National Missing Persons Register has been set up which will allow police to access data and take appropriate action for missing people.

On 4th July 2016, the Government published its full children's social care policy paper, Putting Children First, which set out a comprehensive reform programme including practice and systems, which should enable improved information sharing with schools and Multi-Agency working.

In February 2017, the Government updated the missing people strategy setting out its approach to preventing people from going missing, improving the response for those that do and understanding the complex reasons for missing episodes.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These must be taken into consideration and can include:

Assumptions that indicators or abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEND can be disproportionately impacted by things like bullying and communication barriers. Appropriate and relevant support and mentoring will be put in place to ensure that best practice can be implemented for all vulnerable young people.

Domestic Violence

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are, or have been intimate partners or family members regardless of gender or sexuality.

This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

There is a strong evidence-based link between domestic abuse and child abuse. Exposure to domestic abuse is always abusive to children, although the impact on them may vary. Section 120 of the Adoption and Children Act 2002 clarifies the definition of significant harm (outlined in the Children Act 1989) as 'any impairment of the child's health or development as a result of witnessing the ill-treatment of another person, such as domestic violence'

Further advice and guidance can be found at:

<https://www.local.gov.uk/sites/default/files/documents/adult-safeguarding-and-do-cfe.pdf>

Our school is signed up to Operation Encompass whose aim is to enable all children experiencing domestic abuse to receive timely support and schools to receive information about police attended incidents involving domestic abuse.

Domestic Abuse

The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family member. It also captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive control.

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We acknowledge the importance of this approach being taken in our school to ensure that relevant and appropriate support is in place for these pupils.

Drugs, alcohol and other dangerous substances

Please see advice and guidance concerning searching and confiscation on the One Drive. Allegations must be discussed with relevant staff, see appendices for details. Referrals to relevant agencies will be made as appropriate. Support will be offered to young people where there are concerns within the family of drug, alcohol or other dangerous substance misuse. Referrals will be made as necessary.

Online-safety – please see Online-safety Policy and further advice and guidance on the One Drive.

Appropriate filtering and monitoring are in place and children are explicitly taught about on-line safety in assemblies and other in-school events / workshops, PSHE, ICT lessons, and through relationship and sex education. Please also see RSE policy.

The following resources to support schools with online safety are listed:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Guidance from the PSHE Association

- Be Internet Legends by Parent Zone and Google

A free online safety tool for schools is provided alongside questions for the governing board concerning online safety <https://360safe.org.uk/>

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children can be at risk of abuse online as well as face to face abuse. In many cases abuse can take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'

Reviewing online safety

As technology, and risks and harm related to it, evolve and change rapidly, an annual review of schools' approaches to online safety will be carried out supported by an annual risk assessment that considers and reflects the risks the children face. **Please see advice and guidance on the One Drive for all of the following areas of safeguarding concern:**

Breast Ironing

Fabricated Illness

Faith abuse and radicalisation

Female Genital Mutilation

Forced Marriage

Gangs and youth violence

Gender based violence and violence against girls

Grooming

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is a concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Even if a concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO it must be reported following the Whistle Blowing Policy.

Examples of such 'low-level' concerns could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The Trust will set out their low-level concerns policy within their staff code of conduct and safeguarding

Low-level concerns will be address by the Trust in the following ways:

- Ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing between expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (or a deputy);
- Address any unprofessional behaviour and support the individual to correct it at an early stage;
 - Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.

Harassment and Discrimination

Homelessness

Looked-after Children Please also see the Policy on SharePoint

Please also see <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-afterchildren>

Medical conditions and first aid

Any requirements of intimate care must follow the individual 'intimate care plan' (see appendices for details of managers) and are to be referred to staff with specialist training. Advice and guidance will be sought as necessary from medical professionals.

We follow the statutory guidance in Supporting Pupils at School with Medical Conditions which was last updated in August 2017. Please see the Medical Needs and First Aid policy and 1st Aid risk assessment.

Mental Health

KCSIE 2021 has highlighted the need for all staff in schools to be aware that mental health can be an indicator of abuse and that all staff must be aware of the need to promote emotional health and wellbeing of all children and young people.

Private Fostering

Pornography

Preventing youth violence and gang involvement

Prevent and Radicalisation

Screening, searching and confiscation

Sexting and inappropriate images

Sexual and criminal child exploitation and gangs

Teenage relationship/peer-on-peer abuse including sexual violence and harassment

Trafficked Children

Upskirting

Use of reasonable force

We have regard to the non-statutory advice on the Use of Reasonable Force July 2013.

Children Act 1989

Sets out many of the duties, powers and responsibilities local authorities hold in respect of their looked after children and care leavers.

In 2015 new regulations relating to the Children Act came into force. Among other things, these regulations set out arrangements for local authorities considering ceasing to look after a child.

Children (Leaving Care) 2000

Sets out duties local authorities have to support young people leaving care from 16 to 21 years of age.

Children in Court - there are two age-appropriate guides for children required to give evidence in court <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> **Children with family members in prison** please see:

Action for prisoners' families and young peoples' booklet at <https://www.nicco.org.uk/userfiles/downloads/5ad4850cb565e-action-for-prisoners-familiesyoung-peoples-booklet.pdf>

Contact numbers

Schools will hold at least two different contact numbers per child for use in case of emergency.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Further advice and guidance can be found at:

<https://www.csnetwork.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf>

Extended schools and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our students attend off-site activities, we will check that effective child protection arrangements are in place.

Information Sharing

The DSL/DDSLs should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival. This will need to be transferred appropriately to meet the requirements of GDPR. Where other schools have CPOMS information will be shared securely over this platform. We will have regard to the Information Sharing Advice for Practitioners 2018.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharingadvice>

Photographs and images

Parents are asked to complete an images consent form to clarify how images may be recorded by the school and under what parameters they may be shared. This can be found at Appendix 5.

Overseas pupil visits

Where a pupil is visiting from overseas on an exchange programme or visit a DBS check must be initiated for the host family before the placement can be agreed. Homestay requires schools to ensure suitability of adults in host families for children from abroad. Schools should use their professional judgment to satisfy themselves that the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

School Security

Please see the school's Health and Safety Policy and Accessibility Policy.

The Role of the Designated Teacher – Please also see the Looked After Children Policy

The role of the Designated Teacher has been updated to include a responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to LAC. A child who is being looked after by their local authority is known as a child in care. They might be living:

- with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes
- other residential settings like schools or secure units.

Policy Monitoring and Evaluation

Desborough College is aware of the need to monitor and evaluate this policy regularly to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support

To ensure competent, accountable and empowered practice, the focus of planned trustee visits is to collect identified evidence, which may be carried out through:

- Interviews with pupils.
- Discussions with staff.
- Observations of classroom practice where this is deemed appropriate and useful.
- Reviews of documentary evidence which will show the following:
 - The identification of our strengths and weaknesses
 - The assurance that future actions are targeted to address any weaknesses
 - The recognition of our successes and the assurance that best practice is embedded
 - The cycle of school development planning
 - The allocation of resources in the most efficient and effective way to maximise their use
 - The assurance that there is consistency throughout the school
 - The Identification of the needs of pupils, staff, parents and the wider community and the assurance that they are met
 - The assurance that policy and procedures meet the requirements of outside agencies

Appendix 1

Information Leaflet for visiting staff regarding Child Protection

WELCOME to Desborough College

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- Have a bruise, burn or injury that seems suspicious;
- Show signs of pain or discomfort;
- Be unnaturally passive or withdrawn;
- Be unpredictable and challenging;
- Seem anxious, fearful or distressed;
- Provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way, you must speak to the DSL **as soon as possible and without question** before you leave the school site.

Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a student's immediate safety, notify the nearest senior member of staff and tell them why you are concerned so that the appropriate member(s) of staff can take appropriate action.

You will be directed to complete a 'Safeguarding/Child Protection Record of Concern' form and hand it to the DSL or Deputy before you leave the school site. Ask a senior member of staff if you would like help to complete the form. If you have any questions or wish to see our Child Protection Policy, please contact the DSL/DDSL.

Appendix 2

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying

to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer: failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision, including the use of inadequate caretakers; or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL or Deputy. Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries;
- Show signs of pain or discomfort;
- Keep arms and legs covered, even in warm weather;
- Be concerned about changing for PE;
- Look unkempt and uncared for;
- Change their eating habits;
- Have difficulty in making or sustaining friendships;
- Appear fearful;
- Be reckless with regard to their own or other's safety;
- Self-harm;
- Frequently miss school or arrive late;
- Show signs of not wanting to go home;
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- Challenge authority;
- Become disinterested in their school work;
- Be constantly tired or preoccupied;

- Be wary of physical contact or display sexual knowledge or behaviour beyond that normally expected for their age;
- Be involved in, or particularly knowledgeable about drugs or alcohol.

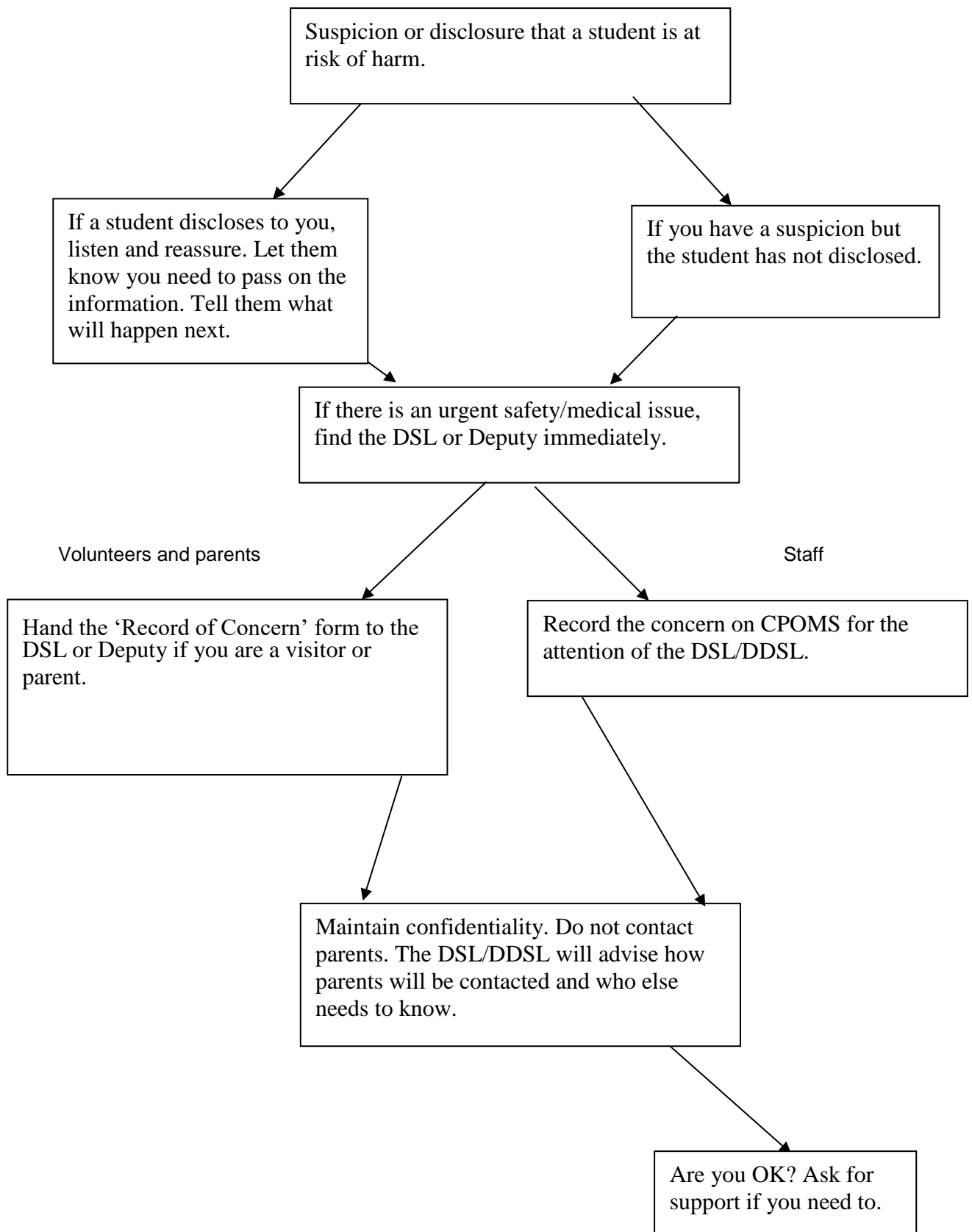
Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Appendix 3

Staff action flow chart



Desborough College – Visitor Child Protection Record of Concern

Student Name	Date of Birth and/or Form Group
Name of person completing the form	
Visitor in school: Yes/No	
Parent of a child in school: Yes/No	
Reported date/s or times of incident/s	
Record of details of incident given:	
Any other relevant concerns or information:	
Referred to:	
Date form completed:	
Signature:	

Appendix 5

Desborough College - Images consent form

Student and parent consent for the use of images

In signing this form, students and parents give consent for the school or someone commissioned by the school to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of the school on its website, in the school prospectus and in local or national media.

To protect our students, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographers unsupervised access to students.

Name of student:

Date of birth:

Signature of student:

Date:

Name of parent or carer:

Relationship to the student:

Signature of parent or carer:

Student's address:

Telephone:

Appendix 6

Desborough College

Designated Safeguarding Lead (DSL) – Mrs B Eaves

Deputy Designated Safeguarding Lead – Mr T Craddock

Deputy Designated Safeguarding Lead – Mr W Jamieson

Nominated Child Protection Trustee – TBC

Lead for Looked after Children (LAC) and missing children – Mrs B Eaves

SENCO – Mr T Craddock

PSHE Lead – Mr D Gleeson

Staff with additional & specialist training

Senior Leadership Team and Heads of Year
Mrs N White – Attendance Officer

Staff with Safer Recruitment training

Senior Leadership Team
Mrs N Humphries – PA to Principal

Appendix 7

Safer recruitment

Safer recruitment means that all applicants will:

- Complete an application form;
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- Provide evidence of identity and qualifications

Safer recruitment means that all new staff will:

- Undergo an induction that includes familiarisation with the school's Child Protection Policy and Part 1 and Annex A of KCSIE 2021 and identification of their child protection training needs;
- Sign to confirm they have received and read a copy of the school's Child Protection Policy and Part 1 and Annex A of KCSIE 2021.

All interviews are conducted with at least one member of staff or trustee who has completed Safer Recruitment training. The training is renewed every 5 years.

The Trust adheres to all the requirements regarding safer recruitment.

These include:

Compliance with the requirements for the single central record;
Enhanced DBS disclosures for all staff including trustees, volunteers and external agencies who are in regulated activity for safeguarding purposes;
When vacancies are advertised, the school's current Child Protection Policy and a link to statutory guidance on Keeping Children Safe in Education 2021 and safer recruitment is included in the application pack. An Enhanced DBS is completed prior to new staff taking up their appointments;
A risk assessment is completed if a DBS has not returned prior to a member of staff needing to start work in school
All staff are told that vetting checks need to be carried out prior to a visitor coming into school and under no circumstance should any visitor be left unsupervised with our students if the appropriate checks are not in place;
We have a cycle for updating Enhanced DBS and other relevant checks for all staff and this happens every three years.
Section 128 checks are carried out for all middle, senior and leaders/managers, including trustees
Oversees checks are carried out for anyone who has worked aboard consecutively for three months in the last 5 years.

Teacher prohibition orders

Disqualification by Association 2018 (effective from 31 August 2018)

Education and Skills Act 2008

In addition to a DBS, a section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A check for a section 128 direction will be carried out using the Teacher Services system.

Where a person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

Schools must ensure due diligence regarding any transferable risk for adults working with children and referrals must be made to the Designated Officer where the criteria is met.

Section 128 checks will be carried out for all newly appointed trustees, executive, senior or middle leaders. These will be repeated every three years in line with our policy for rolling DBS checks.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>