



WINTERHILL SCHOOL
Founders of Leaders in Learning Multi-Academy Trust



Leaders in Learning MAT

Safeguarding Policy

Reviewed: September 2019
Review frequency: Annually
Next review date: September 2020
Staff responsible: DSL

Signed by Anne Hinds (Chair of Trustees)

A handwritten signature in black ink, appearing to read "Anne Hinds".

Date: 20/09/2019

CONTENTS

	Page
Policy Consultation & Review	3
Leaders in Learning Trust commitment	4
Purpose & Aims	5
School Ethos	6
Roles & Responsibilities	7
Training & Induction	9
Procedures for Managing Concerns	9
Recording & Information Sharing	11
Working with Parents & Carers	12
Child Protection Conferences	13
Safer Recruitment	13
Safer Working Practice	14
Managing Allegations against Staff	14
Other Relevant Policies	15
Statutory Framework	15
 Appendices	
Appendix 1 Indicators of Abuse and Neglect	16
Appendix 2 Specific Safeguarding Concerns	17
Appendix 3 Recording Form for Reporting Concerns	20
Appendix 4 Safeguarding Information	22
Appendix 5 Safeguarding Referral Procedures	23

LEADERS IN LEARNING POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Policy Consultation & Review

This policy is available on our website and is available on request from the school reception. We also inform parents and carers about this policy when their children join our Schools.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2019). Staff are asked to sign that they have read and will follow, this and other associated documents.

This policy will be reviewed in full by the Trust Board on an annual basis. This policy was last reviewed and agreed by the Trustees in September 2019. It is due for review in September 2020.

Signature 

Headteacher
Stephen Rhodes

Date:

Signature 

Chair of trustees
Anne Hinds

Date:

Leaders in learning Multi Academy Trust (The Trust) Commitment

The LiL Multi Academy Trust understands that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively we ensure that all professionals within The Trust have a child-centred approach. This means that they should consider, at all times, what is in the best interests of the child.

The Trust is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse eg. Those with Special Educational Needs, Looked After Children and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at our schools, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students in a personalised and bespoke manner.

The Trust pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (Jan 2007). We ensure that all appropriate 'Safer Recruitment' measures are applied to all those who work within the Trust. We acknowledge that those working within the Trust are likely to be perceived by students, parents and carers as safe and trustworthy adults. This includes all volunteers, trainees and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Trust's recruitment Policy and its procedures.

This policy applies to all adults, including volunteers, working in or on behalf of the trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe at home, online and in the education setting.
- Identifying children, young people and families who would benefit from Early Help and ensuring that referrals are made through the school processes to access support.

Safeguarding Children and safer recruitment in Education DfES 2007
Keeping Children Safe in Education DfES 2019

As a trust we will adopt the local Safeguarding Children Partnership's statutory guidance for safeguarding children, for the locality of that school.

1. PURPOSE & AIMS

1.1 The purpose of The Trust's Safeguarding Policy is to ensure every child who is a registered student is safe and protected from harm. This means we will always work to:

- Protect children and young people from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care;
- Ensure that children and young people are educated to keep themselves safe;
- Take action to enable children and young people to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children.

1.3 The elements of our policy are prevention, protection and support.

1.4 This policy applies to all students, staff, parents, trustees, governors, volunteers and visitors.

What is Abuse?

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse falls into 4 main categories: **physical abuse, sexual abuse, emotional abuse and neglect.** Further information is contained in Appendix 1 of this document.
- **Peer on Peer Abuse:** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
 - Bullying (including cyberbullying)
 - Physical abuse
 - Sexual violence and sexual harassment
 - Sexting (also known as youth produced sexual imagery)
 - Initiation/hazing type violence and rituals
 - Upskirting – which typically involves taking a picture under a person's clothing without their knowledge or consent.

All concerns regarding peer on peer abuse should be referred directly to the Safeguarding Team.

- **Child Criminal Exploitation – CCE**
All staff should be aware of indicators which may signal that children are at risk from or involved in serious and violent crime. All staff should be aware, through

regular training of the risks associated with CCE and understand how to report concerns about any child or young person in relation to CCE.

- Additional guidance on other safeguarding issues such as Child Sexual Exploitation, CCE, Children Missing from Education, Female Genital Mutilation and Preventing Radicalisation is contained in Part One of 'Keeping Children Safe in Education' (2019) Further information around PREVENT, CCE, CSE, FGM and Forced Marriage is contained in Appendix 2 of this document.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. The Trust will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. All adults who work within the trust will understand the importance of the 'child's voice'. Children at Leaders in Learning Multi Academy Trust will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that school staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

2.3 No single professional can have a full picture of a child's needs and circumstances. If children and their families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

2.4 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.5 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe – these will include but are not limited to: online safety, Relationships and Sex Education, CCE and Peer on Peer Abuse.

2.6 All staff will, through training, understand the role and importance of Early Help and all staff will be able to identify children who may benefit from Early Help Support.

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

3. ROLES AND RESPONSIBILITIES

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of our students. This includes the responsibility to provide a safe environment in which children can learn.

The Local Governing Body (LGB)

3.2 The Local Governing Body of each school are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Local Governing bodies take collective responsibility to safeguard and promote the welfare of our students, we also have a named member of each local governing body who champions safeguarding within the school.

3.3 The Local Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with relevant guidance and the requirements of the Local Safeguarding Children Partners' policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the **mandatory** reporting duty, commencing in October 2015, of the Female Genital Mutilation Act 2003 which will place a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and is designated to take the lead responsibility for safeguarding and child protection. There is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and Part One of 'Keeping children safe in Education' 2019;
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' 2019;

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 Trustees and the LGB will receive termly safeguarding reports which will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual students. Additional updates will also be provided when requested.

The Headteacher

3.5 The Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* 2019. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL/Deputy DSL will be the representatives at all Child Protection Conferences, Core Groups and CIN Meetings. If the DSL/Deputy DSL are unable to attend, they will identify an appropriately trained member of staff from within the Access Team to attend on the school's behalf. TAF Meetings and Early Help will be managed through the Pastoral and Access Teams, supervised by the DSL.

3.8 Through appropriate training, knowledge and experience our DSL and their team will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join a school within the LiL Trust, they will be informed of the safeguarding arrangements in place. The Safeguarding Policy and Staff Code of Conduct will be available in the Staff Handbook and all staff will be told who the Designated Safeguarding Lead is at the point of Induction. All staff will also have access to the individual school's reporting form, and be given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include safeguarding training relating to signs and indicators of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. Induction will also include training on all specific safeguarding concerns as stated in the Keeping Children Safe in Education 2019 document. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' (2019) and will be expected to read this.

4.3 All members of staff will undertake appropriate safeguarding training on a regular basis. The Designated Safeguarding Lead will be responsible for ensuring all staff receive regular safeguarding updates when appropriate.

4.4 All regular visitors and volunteers will have access to this policy and safeguarding procedures; they will be informed of who the DSL and alternate staff members are and what the recording and reporting system is. (See example at Appendix 3)

4.5 The DSL, the Deputy DSL and any other senior member of staff who may be in a position of making referrals or attending Child Protection Conferences or Core Groups will attend relevant training with the local authority at least one every 2 years. The DSL and Deputy DSL will attend termly, multi-agency Education Safeguarding Forum Meetings through Rotherham LSCB in order to remain up to date with local policy and procedure.

4.6 Our Trustees and Local Governing Body will also undertake appropriate, regular training to ensure they are able to carry out their duty to safeguard all of the children at our school.

5. PROCEDURES FOR MANAGING CONCERNS (Winterhill School)

Designated Safeguarding Lead:	Lauren Simmons
Location of office:	Downstairs on science corridor
Contact Number:	01709 740232 ext 265
Deputy Designated Safeguarding Lead:	Hannah Rona
Location of office:	Downstairs on science corridor
Contact Number:	01709 740232 ext 137
Headteacher:	Steve Rhodes
Location of office:	Ground floor behind main reception
Contact Number:	01709 740232
Chair of Trustees:	Ann Hinds

Contact Number:	01709 740232
LGB Safeguarding Governor: Contact Number:	Tom Whiteley 01709 740232

5.1 All schools within the LiL Trust adhere to child protection procedures that have been agreed locally through the Local Safeguarding Children Partners

5.2 Every member of staff including volunteers working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and have a responsibility to take action as outlined in this policy. All professionals should ensure their approach is child centred.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. No single professional can have a full picture of a child's needs and circumstances. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern. Any member of staff or visitor who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 3).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the police and MASH immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police if:

- the situation is an emergency and the designated safeguarding lead, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately, at this point should contact the Safeguarding Children's Unit directly with their concerns.

5.12 If staff members have concerns about another staff member then this should be referred directly to the Headteacher only. Where there are concerns about the Headteacher this should be referred to the Chair of trustees.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child they will record their concern on the agreed reporting form (Appendix 3). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay. Cause for Concern forms will be stored in secure cabinets in the Safeguarding Office – staff should not retain hard copies or electronic copies of these forms.

6.2 Child protection information will be recorded on CPOMS. Records of concern, copies of referrals, invitations to Child Protection Meetings and reports will all be stored on CPOMS and within individual, protected, electronic student safeguarding files. Information is only shared internally on a 'need to know basis'. Access to Safeguarding Files is strictly controlled by the DSL/Deputy DSL and Headteacher.

6.3 When a child leaves our school, the DSL will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

6.4 **Information Sharing:** The Leaders in Learning Multi Academy Trust pays due regard to the GDPR and Data Protection Act 2018 and we understand that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. We will always endeavour to work openly and honestly with families and where possible, we will share information with consent, through discussion regarding why, what, how and with whom information will be shared. However, we will share information without consent if we have concerns about the safety and wellbeing of an individual.

6.5 If the DSL has concerns about a child's safety or welfare, they will share information with the Local Authority children's social care and/or the police in line with local procedures. The security of information sharing will always be considered and we will always consider whether the sharing of information is necessary, proportionate and relevant. Information will be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child.

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

6.6 Operation Encompass

Operation Encompass has been designed to provide early reporting on any domestic abuse incidents, where the police have attended and that might have an impact on a child in school. The DSL will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school to monitor children possibly affected and, where required, support if necessary.

The DSL will use the information that has been shared, in confidence. They will also ensure that the school is able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

7. WORKING WITH PARENTS & CARERS

7.1 Leaders in Learning Multi Academy Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. This Safeguarding Policy is also available in Slovak, Polish and Urdu on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, all schools within the LiL Trust require parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;

- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); where possible, more than one emergency contact should be provided.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

Each School will retain this information on the student file. The school will only share information about students with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. The DSL/Deputy DSL will attend all child protection conferences and core groups, they will provide relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using local guidance and the template provided. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly, Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the board of trustees have completed appropriate safer recruitment training in line with local procedures. At all times the Headteacher and Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2019).

9.2 The LiL Academy Trust 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. We will question the contents of application forms if we are unclear about them, we will

undertake 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.

9.3 Schools within the Trust will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's staff handbook at induction. They will be expected to know the individual school's policies; especially those associated with Safeguarding and they are expected to carry out their duties in accordance with them. There will be occasion when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policies must be adhered to. A list of qualified Team Teach staff is held on the SCR and by the DSL.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this policy and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in all our schools are safe to work with children. We will always ensure that appropriate advice is sought from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01709 823914. All referrals will go through the MASH team on 01709 336080.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member

of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Chair of Trustees.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Trustees should contact the LADO directly on 01709 823914.

11.7 The Trust has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who 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. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded this Safeguarding Policy is supported by a number of other policies which have aspects of safeguarding within them. For example:

- Behaviour Policy
- Staff Code of Conduct
- Positive Handling Policy
- Whistleblowing Policy
- Online Safety Policy

(This list is not exhaustive)

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2019)
- 'GDPR and Data Protection Act' (2018)

Appendix 1: Indicators of Abuse and Neglect



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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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



Appendix 2: Specific Safeguarding Issues

At Winterhill School all specific safeguarding issues will all be covered as part of regular Safeguarding Training. Specific PREVENT training will also be delivered to all staff during each Academic Year.

PREVENT

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers 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”.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. *“The Prevent duty: Departmental advice for schools and childcare providers (June 2015)”*

All Winterhill Staff will be required to attend regular PREVENT training, all staff will understand what the PREVENT duty is and their role within this. All staff will be able to identify children who may be vulnerable to radicalisation and identify behaviours which may be of concern. All concerns will be passed to the DSL in line with the Winterhill School Safeguarding procedures.

So Called ‘Honor Based Violence’

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. *Keeping Children Safe in Education (2018)*

All staff must be aware of the mandatory reporting duties for teachers who discover that FGM appears to have been carried out. Teachers have a legal duty to report their concerns directly to the police. Any member of staff in this position will be supported by the DSL.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Keeping Children Safe in Education (2018)

Forced Marriage and FGM will be covered as part of regular Safeguarding Training and all staff will be aware how to recognise indicators that a child may be at risk of Forced Marriage or FGM. All concerns should be reported to the DSL/Deputy DSL immediately

via the Winterhill Cause for Concern Form in line with Winterhill Safeguarding procedures.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. (NSPCC)

All staff will attend regular CSE Training as part of regular whole staff training and staff updates. All staff will be able to identify signs and indicators and risk factors of CSE. All concerns will be recorded on a Cause for Concern form and passed to the DSL/Deputy DSL in line with Winterhill Safeguarding procedures.

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, gang activity, drug networks or gangs. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, CCE:

- Can affect any child or young person under the age of 18 (male and female)
- Can affect any vulnerable adult over the age of 18
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence and/or threats of violence
- Can be perpetrated by individuals or groups, males or females and young people or adults
- Is typified by some form of power imbalance in favour of the perpetrators. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to resources.

Peer on Peer Abuse

All staff will recognise that children are capable of abusing their peers. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships. Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

More information on managing incidents of sexual violence between students can be found in Part Five of Keeping Children Safe in Education 2019

Peer on Peer Abuse will be part of whole staff training. All concerns will be recorded on a Cause for Concern form and passed to the DSL/Deputy DSL in line with Winterhill Safeguarding Procedures.

Training and Resources for Staff

All staff will attend regular safeguarding training which will cover PREVENT, FGM, Forced Marriage and CSE. However, all staff will also attend specific PREVENT Training during each academic year.

Specific Training around FGM, Forced Marriage and CSE will also be delivered on a regular basis.

All staff have access to Briefing Papers covering a range of specific safeguarding issues including, PREVENT, CCE, CSE, FGM, Forced marriage, Sexting and Online Safety, Peer on Peer Abuse. These papers are available electronically and give information and reporting processes for each concern.

National and Local updates will be shared with staff through the Safeguarding Team when necessary.

Reporting Concerns

All Safeguarding Concerns, including those specific concerns listed above will be passed to the DSL/Deputy DSL immediately by Cause for Concern Form. All staff will be made aware of this procedure during safeguarding training.

Appendix 3: Cause for Concern Form for Safeguarding Concerns



Cause for Concern

Staff, volunteers and regular visitors are required to complete this form and pass it to Miss L Simmons/Mrs. H Rona if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth (if known)	Tutor/Form Group	Your name and position in school

Nature of concern/disclosure	
Please indicate where you were when the child made a disclosure/you became concerned, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes/No	Did you see it? Yes/No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes/No	
Was anyone else with you? Who?	
Has this happened before? Yes/No	Did you report the previous incident? Yes/No
Have you had any previous concerns?	
Who are you passing this information to?	Name: _____ Date: _____
	Position: _____ Time: _____
Your signature: _____	
Date: _____	

Action taken by DSL:

Advice sought from MASH Yes/No
Outcome:

Referrals made:

Parents informed? Yes/No (If No, state reason)

Further Action Agreed:
(Actions for School, Referrals)



Appendix 3: Safeguarding Information for New Staff, Supply Staff and Visitors or Volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A proforma will be provided for you to complete.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, parent, foster carer, visitor or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of trustees. Alternatively, you can contact the Local Authority Designated Officer on 01709 823914

The people you should talk to in school are:

Designated Safeguarding Lead: Location of office: Contact Number:	Lauren Simmons Downstairs on science corridor 01709 740232 ext 265
Deputy: Designated Safeguarding Lead: Location of office: Contact Number:	Hannah Rona Downstairs on science corridor 01709 740232 ext 137
Headteacher: Location of office: Contact Number:	Steve Rhodes Ground floor behind main reception 01709 740232
Chair of Trustees: Contact Number:	Ann Hinds 01709 740232
LGB Safeguarding Governor: Contact Number:	Tom Whiteley 01709 740232

At Winterhill School we strive to safeguard and promote the welfare of all of our children.



Appendix 4: Making a Referral to Rotherham Children's Social Care

A **telephone referral** should be made in the following circumstances to the Multi Agency Safeguarding Hub (MASH) followed up in writing on a Multi-Agency Referral Form (MARF) within 24 hours:

- a. A child makes a clear allegation of abuse;
- b. A child sustains an injury and there is professional concern about how it was caused;
- c. A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation;**
- d. A member of the public makes a clear, detailed credible allegation that someone has abused a child;
- e. Professional concern exists about abuse or neglect, despite no allegation being made;
- f. Despite professional intervention, either on a single agency basis or as part of Early Help intervention, because of suspected neglect or emotional abuse there is concern that a child is suffering or is likely to suffer significant harm;
- g. An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;
- h. Where young people under the age of 18 are engaged in sexual activity and there are concerns around significant harm;
- i. There are concerns a child under 18 is being sexually exploited;
- j. Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see protocol on LSCB website: People who Pose a Risk for further guidance);
- k. A child has been abandoned;
- l. A child is being denied access to urgent or important **Medical Assessment** or services;
- m. A child is at risk of being subjected to illegal procedures, for example, female genital mutilation or forced marriage;
- n. A child is being harmed through seeing or hearing the ill-treatment of another, for example, through domestic abuse;
- o. There are any other circumstances which suggest that a child is suffering or is likely to suffer significant harm;
- p. Further concerns have arising in relation to an open case to children's social care.

- q. Either an adult or a child makes historical allegations of abuse;
- r. An Early Help Assessment confirms there are suspicions of fabricated or induced illness (see Fabricated or Inducted Illness protocol on LSCB website);
- s. Where there are concerns about the welfare of any unborn child;
- t. Concerns of significant harm have risen for a child receiving a service as a child in need;
- u. Further concerns have arisen of increased or additional risk to a child currently on the list/register of children who have a child protection plan;
- v. A child has been made the subject of an **Emergency Protection Order** or police protection.
- w. Concerns have arisen for a child who is the subject of a supervision order or **Care Order**.

Please note this list is not exhaustive.

The Welfare of Unborn Children

There will be a number of situations where sufficient concerns exist prior to the birth of a baby to require inter-agency assessment, planning and intervention including:

- a. Where legal intervention has led to the removal of older siblings.
- b. Where older siblings have a **Child Protection Plan**;
- c. Where a woman is placing her unborn child at risk of significant harm by disregarding advice given to her about her drug and/or alcohol misuse;
- d. Where there are concerns that the family may attempt to conceal a pregnancy and subsequent birth, and this has welfare implications for either the unborn child or other children within the family;
- e. Where a woman and her unborn child are at risk of significant harm from a partner who subjects her to domestic abuse;
- f. Where a woman is associating with a person identified as posing a risk or potential risk to children;
- g. Where either parent has a mental health problem that may indicate risk of significant harm.

Please note this list is not exhaustive.

www.rscb.org.uk/safeguarding