Safeguarding and child protection policy

Audience:	Parents Academy staff and volunteers Local Governing Bodies Trust central staff Cluster boards Trustees Local Authorities
Ratified:	Reach 2 Trust Board 14th July 2020
Other related policies:	• Attendance • Behaviour • Code of conduct • Disciplinary • Health and safety • Information and records retention • Missing pupils • Online safety • Recruitment • Relationships, health and sex education • Whistleblowing
Policy owner:	Helen Beattie, Head of Safeguarding
Review frequency:	Annual

REAch2 safeguarding and child protection policy

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity
: We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour

Responsibility
: We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements

Inclusion
: We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style

Enjoyment
: Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved

Inspiration
: Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full

Learning
: Children and adults will flourish in their learning and through learning discover a future that is worth pursuing

Leadership
: REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

<u>**POLICY OVERVIEW**</u>

Overarching principles

We recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all of our pupils. This policy sets out guidance and procedures that our academy will take to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of our pupils. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by Warwickshire safeguarding partners.

Intended impact

- To enable all pupils to feel safe and cared for whilst at our academy, and to ensure that they have a safe place and safe people to whom they can turn.
- To enable all adults involved with our academy to be fully equipped to fulfil their responsibilities in effectively promoting the safeguarding and welfare of all of our pupils.

Roles & responsibilities

- Pupils will: adhere to academy rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult.
- Parents/carers will: work collaboratively with academy staff to promote the safety of their children and of other pupils; support our academy to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil to the academy.
- The academy will: ensure that all pupils have a safe learning environment and are taught about how to keep safe; train and support all adults involved with our academy to appropriately identify and respond to any pupil at risk of harm; work collaboratively with parents and professional agencies to safeguard our pupils.
- Governors will: ensure this policy is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigor of safeguarding practice at our academy.
- REAch2 central staff will: know, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility.
- REAch2 safeguarding team members will: advise and challenge academies and their staff to support them in deploying best practice to meet their statutory safeguarding responsibilities.

How this relates to national guidance & requirements

Statutory safeguarding and child protection practice for schools and academies is outlined in the following legislation and documents, with which this policy intends to be in accordance:

- <u>Legal</u>: Section 175, Education Act (2002); Section 26, Counter Terrorism and Security Act (2015)
- <u>Government</u>: Working Together to Safeguard Children (2018); What to do if you're worried a child is being abused (2015); Keeping children safe in education (2020); Children missing education (2016); Sexual violence and sexual harassment between children in schools (2018); The designated teacher for looked after and previously looked after children (2018); Information Sharing, Advice for practitioners providing safeguarding services (2018); Teaching online safety in schools (2019); Relationships education, relationships and sex education, and health education (2019)
- <u>Ofsted</u>: Inspecting safeguarding in early years, education and skills settings (2019)

Key definitions

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2020) 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, and taking action to enable all children to have the best outcomes.'*

POLICY PRINCIPLES IN DETAIL

The role and responsibilities of the Designated Safeguarding Lead
- We will appoint a senior member of staff from our academy's leadership team to act as our Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at our academy, and will take lead responsibility for this area, which will be specified in their job description.
- We will also appoint one or more Deputy Designated Safeguarding Leads, who will be trained to the same level as the Lead, will have their Deputy DSL role included in their job description, and to whom activities may be delegated.
- During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication.
- The Designated Safeguarding Lead and their Deputy will undergo suitable training, including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated at a minimum every two years; in addition, their skills and knowledge will be refreshed at regular intervals, annually at a minimum.
- The Designated Safeguarding Lead and their Deputy will ensure that all staff know and understand the safeguarding and child protection procedures at our academy, as well as knowing, and working effectively with, the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse.
- The Designated Safeguarding Lead will encourage amongst staff a culture of listening to children and taking into account their wishes and feelings to help protect them.
- The Designated Safeguarding Lead and their Deputy are expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral.
- The Designated Safeguarding Lead and their Deputy will maintain detailed and secure written or electronic records of any concerns and referrals, and all subsequent follow up actions and communications. Records should be actioned and updated within 24 hours of the event taking place.

Induction and training
- We will train all academy staff, volunteers and the Chair of Governors and safeguarding Governor (as a minimum) in line with local safeguarding partnership procedures to equip them with the necessary skills and knowledge to support them to fulfil their safeguarding responsibilities. This will take place upon induction, no later than 1 month after employment commences, and will be refreshed regularly, no less than annually, throughout the course of their work with our academy.
- Training and refresher sessions will reinforce understanding of the types of abuse, including specific safeguarding issues; the adult's role in recognising and responding to abuse; and the academy's processes for recording and following up on any concerns. Policies, policy updates, and statutory information will also be shared during induction and refresher sessions (see page 8, 'Implementation', for further information)

Types of abuse and specific safeguarding issues
- We recognise that adults working in our academy are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including peer on peer.
- Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns.
- Annex 1, pages 9 – 12, details our approach to dealing with the risks posed by abuse, and how we identify and respond to any signs of abuse.

Contextual safeguarding
- Children are subject to possible risk at home, school and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.
- We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

- Further information to support staff in understanding contextual safeguarding can be found via the Contextual Safeguarding Network: https://www.contextualsafeguarding.org.uk/

Processes, procedures, and inter-agency liaison
- Our academy has a clear procedure for responding to any possible signs of abuse, using an online system 'Myconcern' to log all concerns electronically. There is also a standardised safeguarding concerns form/procedure (see Annex 2, page 12). These will be explained to all staff and volunteers at induction, and copies of forms are available in the academy. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records.
- All safeguarding concerns records and any other documentation of a safeguarding nature, are held in a safeguarding file/online system separately from any other pupil information, and are stored securely with access limited only to the Designated Safeguarding Lead, their Deputies, and the Headteacher, who have received the appropriate DSL training.
- Pupil safeguarding files/systems will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be logically organised and will be prefaced by a chronology detailing the key events and information related to the case. Should the pupil leave the academy, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school within 10 working days of the academy receiving confirmation of new school, from whom confirmation of receipt will be required.
- Upon receiving a concern which indicates a suspicion of abuse, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, local information sharing protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted. It is important to note that whilst a referral would typically be made by the Designated Safeguarding Lead or their Deputy, any member of staff can make a referral, and appropriate information will be signposted to all staff to support them to do so.
- In the case of a referral being made due to risk of significant harm, the referrer will make a detailed written record of their actions, including: dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to.
- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they remain dissatisfied and if the circumstances warrant. Any disagreements or escalation will be recorded in writing by the referrer.
- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, and core group, and will attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies and in line with statutory information sharing guidance.
- Records of all safeguarding work from early help to child protection will be made on the pupil's safeguarding record. Any actions arising from a concern will be followed up and documented, and records of any communication with school staff, external agencies and parents related to safeguarding will be documented on the pupil's record within 24 hours.
- Minutes and action plans of meetings will be retained on a pupil's safeguarding record, with relevant actions being fed back to the appropriate members of the team, and any progress towards meeting required actions and outcomes also recorded.

Early Help
- We recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.
- We recognise that partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. We work proactively with parents and carers to develop effective relationships between home and school, and to promote the benefits of early help and intervention to support their child.
- Any child can benefit from early help, but we are particularly alert to the needs of: SEND pupils; young carers; pupils vulnerable to anti-social behaviour, gangs, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns.

- In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead or their Deputy will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.
- The Designated Safeguarding Lead or their Deputy will be a proactive instigator and/or contributor to any Early Help Assessment and subsequent Team Around the Family meeting and, as above, will lead or attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies.

Mental health
- We recognise that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect and, equally, that having experienced abuse or neglect can significantly impact on a child's mental health.
- In their role of seeing pupils day to day, our staff are well placed to observe their behaviours and to identify any concerns relating to a pupil's mental health.
- Where a staff member has a concern about a pupil's mental health that also reflects a safeguarding concern, this will be reported and responded to in line with the guidelines above.
- The Designated Safeguarding Lead or their Deputy, or a suitable alternative staff member, i.e. SENDCO, will be a proactive instigator and/or contributor to any assessment of a pupil's mental health, and will work in collaboration with other agencies, as required, to best meet the pupil's needs.

Safer recruitment and the Single Central Record
- We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.
- In line with expected practice for safer recruitment, a minimum of one member of academy staff will undertake training in 'Safer Recruitment', and will be present on any interview panel.
- Our School Business Manager will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, volunteers, Governors, agency workers and third-party staff.
- The Headteacher will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arise. The designated governor will check the SCR prior to every full Governing Body meeting, also making a record of the check and any subsequent actions that arise.
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.
- Please see our Recruitment policy for further detail regarding our adherence to safer recruitment principles for staff and volunteers.

Teaching pupils to stay safe
- We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an integral part of a broad and balanced curriculum.
- Learning opportunities will take the form of: PSHE lessons (in line with statutory requirements for the Relationships and Heath curriculum), Computing lessons, assemblies, circle time, class/form time, and visiting speakers, as well as smaller group and focussed intervention for particular vulnerable pupils as needed.
- The ethos of our school and its curriculum will support the promotion of British Values, which is known to build resilience to exploitation and radicalisation.
- We will model and teach safe behaviour and appropriate language (including how to stay safe online), and will promote a culture of safety within our academy where everyone's opinion is valued and everyone has someone safe to whom they can turn.
- We will actively collect feedback from our pupils, and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy and within their communities.

IMPLEMENTATION

This policy applies to all adults involved with our academy, including paid staff, volunteers, including Governors, and visitors. It will be publically available on our academy website, and will be available in paper form upon request from the office. We will also make available and/or signpost all relevant statutory and legislation safeguarding and child protection documentation to staff and volunteers for their reference.

At the beginning of the academic year all academy staff and volunteers, including Governors, will be issued with a copy of this policy, along with a copy of the academy's Code of Conduct, whistleblowing policy, behaviour policy, online safety policy, acceptable use and social media policy, attendance policy and any additional information about responding to children missing in education (CME), together with Part 1 and Annex A of Keeping Children Safe in Education (2020) They will be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

Any new staff who join our academy subsequent to the annual policy issue will receive a specific safeguarding induction, where this policy, plus our academy's Code of Conduct, whistleblowing policy, behaviour policy, online safety policy, acceptable use and social media policy, attendance policy and any additional information about responding to children missing in education (CME), together with Part 1 and Annex A of Keeping Children Safe in Education (2020) will be shared and discussed. These staff will also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

The implementation of this policy will be reviewed on a regular basis by the academy Senior Leadership Team and also by Governors, led by the named academy Safeguarding Governor, to assess the effectiveness and impact of the academy's processes and procedures in safeguarding pupils and promoting their welfare.

Additionally, the REAch2 safeguarding team will support REAch2 academies in their implementation of this policy through the REAch2 safeguarding strategy. This will include, amongst other areas, scrutiny of safeguarding pupil files, of actions taken by the Designated Safeguarding Lead or their Deputy in response to safeguarding concerns, and of the quality and impact of staff safeguarding training. Please see the REAch2 safeguarding strategy for further details. All members of the REAch2 safeguarding team have received Designated Safeguarding Lead training, and have been assessed to have the knowledge, skills and experience required to undertake this role.

POLICY REVIEW

The content of this policy will be reviewed by REAch2 Trustees annually as per statutory requirements, or sooner if required, i.e. in the case of a mid-year update to statutory guidance in Keeping Children Safe in Education.

We are aware that all children are potentially vulnerable to abuse. It can take place at home, in the academy environment, and in the wider community; be committed by adults and by other children; be inflicted by people known to the child and by strangers; be a consequence of an act of deliberate harm and from failing to take necessary steps to prevent the child from coming to harm.

The four main types of abuse referred to in Keeping Children Safe in Education (2020), and a summary of their definitions, are:

- physical: 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development; may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate, age or developmentally inappropriate expectations being imposed, interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction, seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing them frequently to feel frightened or in danger, or exploitation or corruption
- sexual: 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; may involve physical contact, including penetrative or non-penetrative acts, non-physical contact, grooming a child in preparation for abuse, and online sexual abuse
- 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; may involve failure to provide adequate food, clothing and shelter, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision, failure to ensure access to appropriate medical care or treatment, and failure to meet a child's basic emotional needs

High quality training, which is regularly updated, ensures all adults involved with our academy are familiar with the definitions of abuse, actions that constitute each of the four categories, and the signs of each type of abuse, so that pupils who may be in need of help or protection are appropriately identified.

In addition to the above, we recognise that there are a number of specific safeguarding issues that require special consideration due to their complex nature. All staff and volunteers will be issued with a copy of Part 1 and Annex A of Keeping Children Safe in Education (2020), containing the full list of specific safeguarding issues and the accompanying guidance documents, with which they are expected to be familiar.

Children potentially at greater risk of harm

- We recognise that children who have a Social Worker may have needed this due to abuse, neglect, and complex family circumstances, and that this potentially leaves them vulnerable to further harm. We also recognise that research shows that children who have a Social Worker, or have had a Social Worker, are at risk of lower educational outcomes than their peers.
- When we are alerted to a pupil in our academy having a Social Worker, the Designated Safeguarding Lead will inform other staff in the academy on a case-by-case basis in order to ensure the best interests of the pupil are being considered with regards to their safety, welfare and educational outcomes. This may include classroom staff, pastoral and support staff, and/or admin staff.
- The welfare and educational needs of our pupils with Social Workers will be regularly reviewed in vulnerable pupil meetings and any actions or interventions agreed will be implemented and tracked through Individual Learning Plans, Individual Behaviour Plans, Care Plans and the school's Provision Map.

Peer on peer abuse
- Some children may abuse their peers, which can manifest in many ways, including bullying, physical abuse, online abuse, sexual harassment and sexual violence, 'sexting' and initiation/hazing.

- Harmful or abusive behaviour between pupils in our academy is not tolerated: we do not believe that it is to be expected, or to be accepted. We recognise that peer on peer abuse is more likely to see boys as perpetrators and girls as victims; staff will be alert to this, but will ensure that all incidents of peer on peer abuse are taken equally seriously regardless of the identity or gender of the perpetrator and victim/s.
- Any report of peer on peer abuse will be swiftly investigated, recorded and responded to in line with the academy's behaviour and anti-bullying policies. Where appropriate, this may include sanctions, exclusion, referral to Social Care and/or Police. Victim/s will be reassured, and both victim/s and perpetrator/s will receive appropriate support and guidance to safeguard and protect them and to ensure that their wellbeing is being promoted.
- We will use lessons and assemblies to help pupils understand, age-appropriately, what abuse is and what the academy's policy and expectations are of their behaviour and conduct to each other, encouraging them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- Part 5 of Keeping Children Safe in Education (2020), Child On Child Sexual Violence and Sexual Harassment, will be made available for all staff.

Gangs, youth violence, and serious violent crime
- We recognise that children are vulnerable, at any age, to being drawn into a gang environment and/or being targeted as perpetrators or victims of violence to others.
- We understand the positive impact that education, and spotting and responding to early warning signs of gang behaviour and violence, can have on affecting a positive outcome for a child and for building resilience to gang culture.
- We will be vigilant to any signs of our pupils being drawn into, or affected by, gangs, youth violence, and serious violent crime, and will work with local agencies to safeguard any perpetrators and/or victims.

Exploitation, including child criminal exploitation (CCE) and child sexual exploitation (CSE)
- It is understood that any child of any age is vulnerable to the risks of exploitation, including child criminal and child sexual exploitation, and that this risk is not limited to older children or adolescents. Children can be exploited by adults, but children can also be used to exploit other children. Exploitation can take place online as well as face to face.
- We are alert to the signs and indicators of a pupil becoming at risk of, or subject to, all forms of exploitation, including but not limited to: gang and violence-related activity; criminal and anti-social behaviour; going missing from education; underage and/or illegal sexual activity; risky behaviour, including behaviour online.
- In addition, we are alert to the signs and indicators of a pupil becoming at risk of, or subject to, exploitation for the purposes of county lines, a term used to describe exportation of illegal drugs by criminal networks between different locations in the UK. This includes, but is not limited to: going missing from education; awareness, knowledge and use of alcohol and illegal substances.
- The Designated Safeguarding Lead is the academy's named professional for issues related to exploitation, and will work with local agencies as required to safeguard pupils at risk of, or subject to, exploitation.

Children with family members in prison, and children in the court system
- We recognise the significant impact that a parent being in prison can have on a child's outcomes, academically, emotionally and financially.
- We also recognise that children can be required to give evidence in court, either as victims or as witnesses, and that this is an experience likely to have a significant impact on them.
- Both of the above issues require bespoke support to ensure that the impact on the child's wellbeing is minimised. We will seek appropriate professional support for any of our pupils who are in these circumstances, and ensure that pastoral provision actively supports and monitors their progress.

Domestic abuse
- Witnessing or experiencing domestic abuse, defined as controlling, coercive, threatening, violent and abusive behaviour between partners and/or family members, poses a serious risk to children, and we recognise the serious and long lasting impact it can have on their wellbeing.
- We will train our staff to know and understand the risks posed by domestic abuse, regardless of whether the child has been physically injured or not, and to recognise any incident of domestic abuse witnessed or experienced by our pupils as a potential safeguarding issue. Where necessary, we will work with local agency professionals to respond to any reported incidents of domestic abuse.

Homelessness

- We recognise that homelessness, and the risk of homelessness, places a child's welfare at significant risk, being at risk of poverty, exploitation, and becoming missing from education, amongst others.
- Timely intervention when a risk of homelessness is first identified is critical in preventing a situation from escalating and homelessness becoming a reality. We will work closely with families identified to be at risk, and with professional from relevant local agencies, to put appropriate measures into place to minimise the risk of homelessness.

'Honour based' abuse, including Female Genital Mutilation, Breast Ironing and Forced Marriage

- 'Honour based' abuse refers to actions committed under a belief of protecting or defending the honour of a family or community. Regardless of the motivation or circumstances, we recognise that these acts are illegal and abusive, and should be responded to as such.
- We are aware of, and will adhere to, the legal duty placed on teachers to notify the Police of any confirmed cases of Female Genital Mutilation carried out on a girl under the age of 18.
- We are alert to the signs and indicators of a pupil being at risk of 'honour based' abuse, and will work with local agencies as required to safeguard these pupils.

Radicalisation

- Under the Counter Terrorism and Security Act (2015) academies are required to have 'due regard to the need to prevent people from being drawn into terrorism', otherwise known as the 'Prevent duty'.
- We are alert to the signs and indicators of a pupil showing signs of radicalisation and of being at risk of being drawn into terrorism, and will work with local agencies and the Channel programme as required to safeguard these pupils.
- The Designated Safeguarding Lead is the academy's named professional for radicalisation, who has an appropriate knowledge of the risks associated with the local area and is aware of the local referral processes for raising a Prevent concern.
- We recognise that a broad and balanced curriculum will support pupils in developing resilience to extremist ideology; therefore, learning opportunities will promote pupils' spiritual, moral, cultural, mental and physical development, prepare them for the opportunities, responsibilities and experiences of life, promote community cohesion and British values, and provide a safe space in which they can understand, discuss and learn to challenge sensitive topics.

Children Missing Education

- We recognise that a child missing from education can be an indicator of abuse or neglect, including a risk of exploitation, 'honour based' abuse and radicalisation, as outlined above.
- Robust procedures are in place for monitoring and responding to pupil attendance, as outlined in our academy's Attendance policy, including, where possible, recording more than one emergency contact for each pupil.
- In line with Children Missing Education (2016) and Warwickshire County Council procedures, we will work with local agencies and make timely referrals as required to ensure that circumstances where children are missing from education are swiftly and appropriately responded to.

Online safety

- Technology has become a significant risk factor in safeguarding children, and we recognise our responsibility to protect our pupils from the risks of inappropriate content and contact from inappropriate people, as well as educating them about how to conduct themselves safely online.
- Staff are alert to the risks posed to pupils via their use of technology, and receive appropriate training to support them in ensuring that risks are swiftly identified and responded to.
- Our Computing curriculum, together with assemblies and other learning opportunities, will equip our pupils with the necessary knowledge and skills to take best advantage of the many opportunities that technology brings whilst acting safely and responsibly whilst using technology. It will take into account all of the guidance contained within Annex C of Keeping Children Safe in Education (2020) to ensure that pupils are sufficiently protected and educated with regards to online safety.
- Please see the Academy's online safety/Acceptable Use policies for further information, including internet filtering and agreements for the acceptable use of technology.

Children with Special Education Needs and Disabilities (SEND)

- We recognise that pupils with SEND face additional challenges in keeping safe, and that they may be subject to increased risk by virtue of their special need or disability. Their physical and emotional needs, behaviour, mood, difficulties with communication, and proneness to isolation and to bullying all make them more vulnerable to abuse, and more vulnerable to abuse being overlooked or ascribed to a different cause.
- Staff working with pupils with SEND who are non-verbal or have limited communication will be particularly vigilant of potential signs of abuse, such as changes in mood and behaviour, suspicious marks, etc, and will promptly respond to these signs by following the safeguarding procedures detailed above.
- We ensure that pupils with SEND receive appropriate pastoral provision, which, if necessary, may be additional to that provided to non-SEND pupils, and that they are taught in a way that is appropriate to their developmental stage about keeping safe and about sharing any worries or concerns with a trusted adult.
- Use of 'reasonable force', referring to use of physical contact to control or restrain a pupil, is sanctioned in schools when it is being used to safeguard. The additional vulnerabilities of pupils with SEND in the use of reasonable force is known and understood, and we are committed to reducing the risk posed to these pupils and limiting the need for use of reasonable force through our pastoral support and behaviour management systems.
- From time to time, pupils with SEND may need to receive additional support, or part-time/full-time education, from an Alternative Provision so that their needs can best be met. We will take responsibility for assuring ourselves that the policies and procedures for keeping children safe at the Alternative Provision, including those relating to safeguarding and to safer recruitment, are sufficiently robust and are in line with statutory expectations.
- Please see the Academy's SEND/Inclusion and behaviour policies for further information.

Looked After Children, and previously Looked After Children

- Children are most commonly taken into care following abuse or neglect; consequently, pupils who are Looked After or previously Looked After, including those who have been adopted from care or are subject to care orders, can be vulnerable as a result of their historical experiences, as well as with their current care arrangements.
- We will appoint a Designated Teacher, who is responsible for monitoring the progress and wellbeing of all Looked After Children, and for liaising with both academy staff and professionals from external agencies to ensure appropriate provision to meet their academic, developmental and welfare needs. The Designated Teacher will also be responsible for monitoring the progress and wellbeing of all previously Looked After Children, ensuring that they have appropriate provision to meet their needs.
- The Designated Teacher will be responsible for ensuring that a Looked After Child's PEP is available, up to date and regularly reviewed to ensure it is having an impact on the pupil's attainment and wellbeing.
- The Designated Teacher will also be responsible for establishing effective partnerships with the child's carers.

ANNEX 2 – contact information

Name of Designated Safeguarding Lead	**Andrew How**
Role of Designated Safeguarding Lead	**Head Teacher**
Contact details for Designated Safeguarding Lead	**head@lowerfarmacademy.org**

Name of Deputy Safeguarding Lead/s	**Cherie Padmore**
Role of Deputy Safeguarding Lead/s	**School Business Manager**
Contact details for Deputy Safeguarding Lead/s	**sbm@lowerfarmacademy.org**

Name of Deputy Director of Education	**Sarah Barton**
Contact details for Deputy Director of Education	**sarah.barton@reach2.org**

Name of Chair of Governors	**Siobhan Chester**
Contact details for Chair of Governors	**siobhan.chester@reach2.org**

Name of Safeguarding Governor	**Nikki Everitt**
Contact details for Safeguarding Governor	**nikki.everitt@racemeadow.org**

Warwickshire County Council Social Care contact details	**01926 414 144** **mash@warwickshire.gov.uk**
Warwickshire County Council Out of hours Social Care contact details	**01926 886 922**

Warwickshire County Council LADO name	**Michelle Pinnock-Ouma** Monday-Wednesday **Hilary King** Wednesday-Friday
Warwickshire County Council LADO contact details	**01926 743 433** **lado@warwickshire.gov.uk**

Warwickshire County Council Prevent agency name	**Helene Heath**
Warwickshire County Council Prevent agency contact details	**01926 412432** **prevent@warwickshireandwestmercia.pnn.police.uk**

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school's MyConcern system, wherever possible. If this is not accessible, there are record of concern sheets listed below
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Label a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

Whilst it is the DSLs role to make referrals, **any staff member** can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 **the teacher must report** this to the police after informing the Designated Safeguarding Lead Person. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2018): Annex A for further details.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. Particular attention will be paid to the attendance and

development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

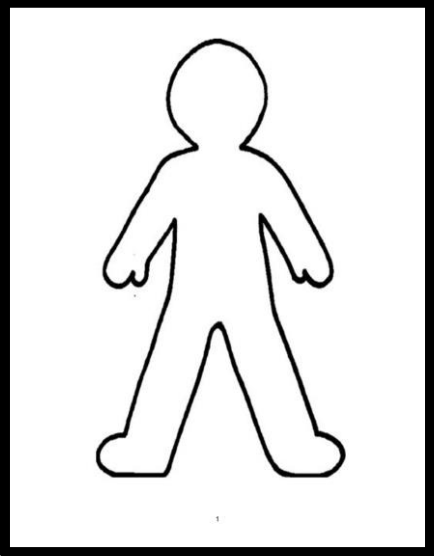# SAFEGUARDING CHILDREN RECORD OF CONCERN FORM

Designated people in school: Andrew How & Cherie Padmore

Designated safeguarding governor: Nikki Everitt

Safeguarding children is a shared responsibility: Remember, if you are still left feeling unsure after you have spoken to a member of staff about your concerns, call the MASH on 01926 414 144.

Don't ask leading questions but capture as much as you can of what the child has said to you.

Name of child:	
Date:	Time:

Cause of Concern: (Use image to record physical observations if necessary)	

Signed:	Print Name:

Action:
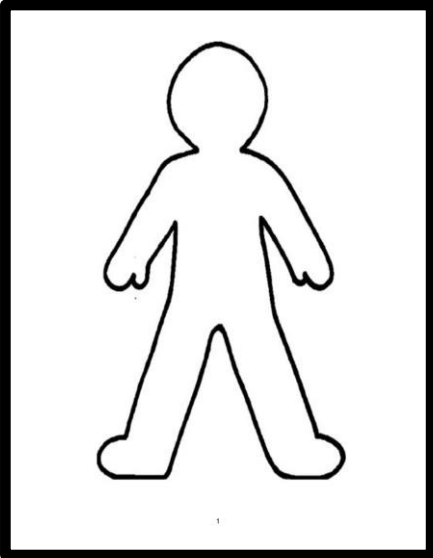
SAFEGUARDING CHILDREN: A SHARED RESPONSIBILITY

Record of a meeting/ conversation with an agency/ professional

Child's name:	Agency/ professional:
Staff member:	Date:

Notes:

Further Actions (include date to be actioned and by whom)

Child's name:
Date:
Number of previous reported incidents:
Staff member:
Incident description: (Mark on diagram where self-harming occurred)
Time and context of occurrence:
Action taken by school staff:
Was restraint necessary? Yes/No
Parents informed? Yes/No

Record of a meeting/ telephone conversation with a parent

Child Name: _____

Parent/Carer: _____

Staff member completing form:	Date:
	Time:

Notes regarding the discussion:

Further Actions (include date to be actioned and by whom)

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

FLOWCHART

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training, staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non-judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead   (DSL) Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on
- 01926 414144

If you have Safeguarding Concerns about a Child:

- Before making a referral please read the **Thresholds Document** to decide whether your concerns require a referral to Children's Social Care.
- Consider whether the needs of the person can be met by services or professionals already involved before making a referral.
- Discuss your concerns with your agency's safeguarding lead or your line manager.

For Urgent Concerns:

- If you have an urgent child protection concern and need to get in touch with us, call the MASH on: 01926 414 144.
- Lines are open Monday to Thursday: 8:30am – 5:30pm and Friday: 8:30am – 5:00pm.
- You will then need to complete and return a **Multi-Agency Referral Form (MARF)** and send to **mash@warwickshire.gov.uk**.
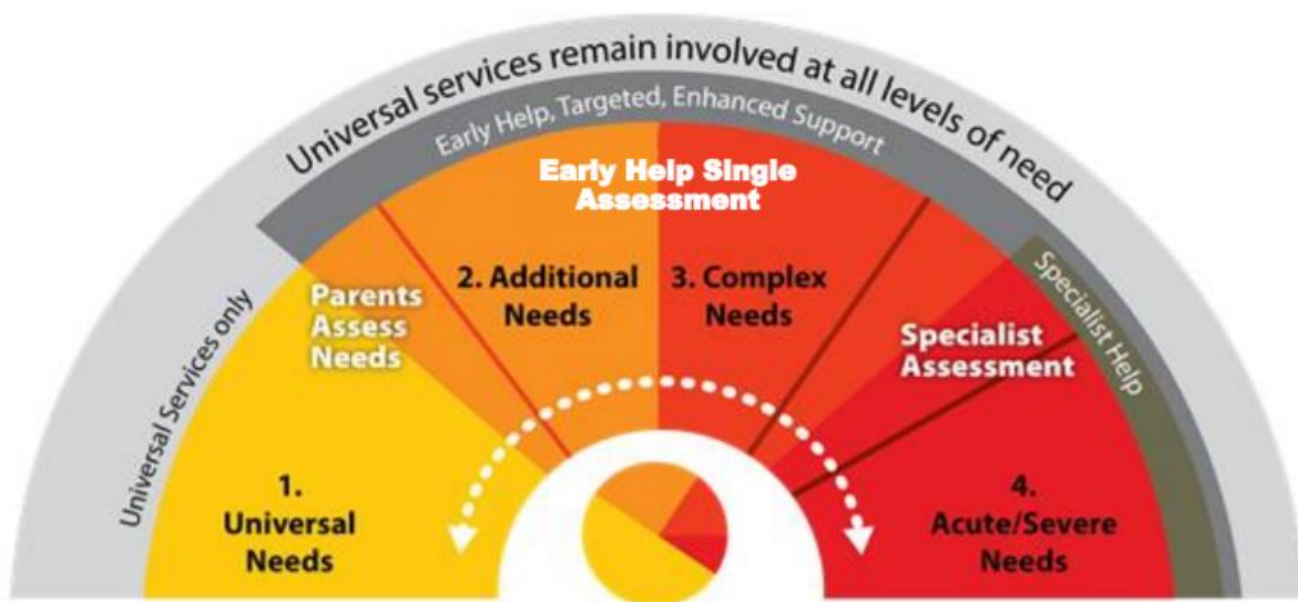
Out of hours:

- If you need to get in touch out of usual office hours, please contact the **Emergency Duty Team** immediately on: **01926 886 922**

Emergency contact:

- If you think that a **child is at immediate risk**, contact the police immediately on: **999**

THRESHOLDS FOR SERVICES

The windscreen is a visual representation of the 4 tiers of needs. They are as follows:

Threshold descriptions

Level 1	Children and young people Has needs that are met within universal provision (such as through their GP or School)
Services	Universal Services

All children and young people require universal services at Tier 1 such as maternity services at birth, health visiting and Children's Centre in early years, school and youth services for older children.

Universal Services seek, together with parents, carers and families to meet all the needs of children and young people so that they are happy and healthy and able to learn and develop securely. Universal services are provided as of right to all children including those with additional and intensive needs.

The Family Information Service can provide information on the range of services available in your area:
http://www.warwickshire.gov.uk/fis
01926 742274

Level 2	Children and young people with Additional Needs that can be met through a single agency response and/or partnership working
Services	Universal Services plus some additional help and support

Many children and young people require some additional support. Parent(s)/carer(s) usually access these services for their children by applying directly to them or by asking the relevant universal service to help them. Some services can be accessed directly by young people. Children with 'additional' needs are best supported by those who already work with them, such as Children's Centres or schools, organising additional support with local partners as needed.

Where the needs are such that there are a number of services involved it will be advisable to assess the child or young person's needs under Early Help Single Assessment with an appointed Lead Professional.

The child requires help that would not ordinarily be provided to every child but can be provided by universal services. This additional help should be recorded on a plan and its effectiveness be reviewed on a regular basis.

Level 3	Children and young people with Complex and Specialist needs or Child In Need requiring a coordinated response with a Lead Professional
Services	Universal Services plus Early Help, Targeted and Enhanced Support

Some children and young people and their families have more complex needs requiring the provision of coordinated, targeted and enhanced services following an Early Help Single Assessment or in some circumstances a Social Work Single Assessment.

Where targeted or enhanced services are required, a Lead Professional will coordinate the child's plan, to support the child, young person and parent(s).

Level 4	Children and young people with Complex and Specialist needs or Child In Need requiring a coordinated response with a Lead Professional
Services	Universal plus Early Help, Targeted, Enhanced and Specialist Services

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. This will usually include Children's Social Care, Child & Adolescent Mental Health Service (CAMHS) Tier 3 & 4 or Youth Offending Service.

By working together effectively with children with additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Where Social Care is involved, the allocated Social Worker will take the role of lead professional in coordinating the multi-agency plan to support the parent(s)/carer(s) which may include services delivered by Early Help to ensure that children and young people are receiving the services they need. This will be through the child's plan as 'in need', in 'need of protection' or as a Child Looked After

Within assessment practitioners should be able to describe areas of risk, and harm as well as need, strengths and resilience factors within the child's circumstances

It is important that children and young people have access to services at the right time and are able to move between the levels of service including stepping down when the levels of need or risk diminish. Equally important in the safeguarding of children and young people are practitioners who work collaboratively and are able to keep their judgments under constant critical review being willing to respond and challenge new information

Locality Panels

Locality Panels are multi-agency panels designed to act as a single point of service allocation to children, young people and families where additional needs at level 2 and level 3 of the Threshold Criteria have been identified and established joint working processes via the professional support system and Early Help are not sufficient to improve outcomes, but where there are no immediate safeguarding concerns.(See Locality Panels Leaflet)

Early Help Assessments

An Early Help Assessment can be initiated by any professional who has attended the Warwickshire training. This will enable the needs of the child or young person and their family to be identified and the best services to be coordinated to meet their needs. The Lead Professional will organize a Family Support Meeting with the parent(s) young people and relevant services to co-ordinate the Family Support Plan

Effective Early Help relies upon local agencies working together and using the Early Help Single Assessment to:

- Identify children and young people and their families who would benefit from early help;
- Undertake a Single Assessment of the need for early help; and
- Provide additional, targeted or enhanced early help services to address the assessed needs of a child and their family which focus on activity to significantly improve the outcomes for the child.

Before determining what services are to be provided for a particular child or young person, so far as is reasonably practicable and consistent with the child's welfare, professionals will consider the child or young person's perception of their circumstances and what they want to change and any ideas they have about what will help.

Where parents or a young person do not consent to Early Help, or do not use the services offered, then the Lead Professional should make a judgement as to whether, without significant help, the needs of the child will escalate. If so, a referral into Local Authority MASH may be necessary.

Where a child or young person or their family has very complex needs or the Early Help Family Support Plan has not resulted in the desired improvement outcomes for the child or young person, an assessment by a Local Authority Social Care may be appropriate and can be referred under the 'step-up procedures'.

Professionals can consult with a children's Social Worker in the Local Authority if they are unsure whether a Social Work Assessment is necessary and this can be done directly to the Locality Children's Team but if a referral is to be made, this should be done through the MASH.

A new Early Help Assessment is not required if there is a recent assessment completed by Children's Social Care or a current multi-agency plan which can then be used to 'step-down services' to be delivered by Early Help.

If you have concern that a child or young person may be in need of protection, then the designated/named child protection lead for your service should be consulted and contact made with MASH on 01926 414144 and/or the police (in an emergency on
999 or on 101) Emergency Out of Hours Social Work Service Tel. 01926 886922

Please see WSCP Safeguarding Procedures online (These have replaced the Blue Book) for more information. https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures

Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child with a disability.

The Local Authority has a general duty to provide services to children who are children in need by providing a range and level of services appropriate to those children's needs although those services may be provided by a range of agencies. http://www.legislation.gov.uk/ukpga/1989/41/section/17

Section 10 of the Children Act 2004 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect.

Where Social Care carry out an assessment of a child's needs due to the complexity of needs or high levels of professional concern about a child's welfare this will also be carried out under the general duties of Section 17 of the Children Act 1989 unless the threshold for enquiries under Section 47 are met.

Local authorities, with the help of other organisations, have a duty to make enquiries that a child or young person is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This Local Authority duty must be carried out by a Social Worker and will follow a Strategy Discussion to plan the enquiries jointly with the Police and health as appropriate.

There may be a need for immediate protection whilst the assessment is carried out, which might require the Police to take the child into Police Protection for up to 72 hours, or the Local Authority Social Worker may apply to the court for an Emergency Protection Order.

Some children in need may require Accommodation under **Section 20** of the Children Act 1989 because there is no one who has parental responsibility for them, because they are lost or abandoned or because the person who has been caring for them is prevented from providing them with suitable accommodation or care. The decision to seek a legal order or offer accommodation under Section 20 will be done in accordance with the department's procedures with the development of a child's plan designed to meet the specific level of need and risk.

Where the risk to the child means that it is unsafe for them to return home while the parent(s) are supported to make the changes required in order to provide safe care for their children, the Local Authority Social Worker can make an application under **Section 31** of the Children Act 1989, for the child to be made the subject of an Care Order. The Local Authority, as a Corporate Parent, sharing Parental Responsibility with the parent, must assess the child's needs and draw up a Care Plan, which sets out the services which will be

provided to meet the child's identified needs including how their parents will be supported to make the changes necessary for the child to return safely to their care.

At every level of need, the aim of the multi-agency plan for the child is to improve the life experiences and outcomes for the children and young people, by providing them and their families with the services they need in order to reduce their need for additional services. Following successful work with a family at level 4, it is likely that a lead professional and Early Help Family Support Plan of level 3 or 2 support will continue to be necessary for a period of time to help the family sustain the changes made and can be met following the 'step-down' procedures. The use of Locality Panels will enable practitioners to share information and children, young people and families to move between tiers more seamlessly. Referrals on new cases and closed cases should be made to the Warwickshire MASH who will assess, triage and decide what further action should be taken.

MASH Consultation Service

Each agency will have its own safeguarding procedures which will detail how to identify and assess safeguarding concerns. However, further advice about thresholds and when to make a referral can be obtained from professionals own agency safeguarding leads or by calling the MASH. Professionals contacting the MASH cannot remain anonymous when seeking advice and children discussed should be identified to ensure effective advice is provided.

The Consultation Service aims to:

- Offer quick access via the telephone to Children's Safeguarding and Social Care advice.
- Provide advice on Children's Safeguarding and Social Care thresholds.
- Improve information sharing about universal and target services providing early help.
- Allow professionals the opportunity to talk through situations that are raising concern to help determine what an appropriate response might be, without the need for formal referral

How the Consultation Service works:

MASH members of staff will offer consultation for all professionals seeking advice about children who they are concerned about. To undertake a consultation, professionals should telephone the MASH on 01926 414144. The MASH will record the consultation against the child's details. The contacting professional is expected to follow the record keeping and information guidelines for their own agency, to record they have held a consultation. The MASH will not contact the family discussed but do expect professionals to discuss any concerns they have with the people who have parental responsibility for the child.

Training

The Warwickshire Safeguarding Children Partnership ensures that individual agencies provide workers with access to appropriate safeguarding training within their own agencies. The Partnership also provides a range of multi-agency safeguarding training - https://www.safeguardingwarwickshire.co.uk/safeguarding-children/education-safeguarding-service-training

The Warwickshire Early Help Team provide multi-agency training for professionals in assessing children and young people's needs and coordinating services as a Lead Professional using Single Assessment and the child's plan.

Understanding Thresholds

Good background information and professional judgement are important in determining whether thresholds are met.

Consultation and dialogue can resolve most threshold issues between services but there is a form addressing contested thresholds at appendix 13 of the WSCP Safeguarding procedures online - https://www.warwickshire.gov.uk/childrens-social-care/child-safeguarding-procedures-professionals/6?documentId=645&categoryId=20049

The tables which follow are intended to provide a quick reference, by giving examples of the types of need experienced by children and young people at each level of need.

The vulnerabilities/indicators and indicative services listed are illustrative examples and are not a comprehensive list.

THRESHOLDS DOCUMENT – ACCESSING SERVICES FOR CHILDREN IN WARWICKSHIRE

	Early Help		Targeted Services	Statutory Interventions
Threshold	**Universal Services Tier 1**	**Additional Support Tier 2**	**Complex needs Specialist need Child in need Tier 3**	**Acute need Child Protection Tier 4**
A Stepped Approach to Intervention				
The unborn child or young person….	Has needs that are met within universal provision (such as through their GP or School	Has additional needs that can be met through a single agency response and/or partnership working	Has multiple and complex needs requiring a coordinated response with a Lead Professional	Has a high level of unmet and complex needs or is a child in the need of protection
Practitioners should always use their professional judgement: the following circumstances and key features are for guidance and to generate dialogue for consultation. Children with SEND* will be represented across all 4 tiers				
Circumstances and Key Features	**Child's Development Needs** • Meeting Developmental Milestones • Has good emotional wellbeing and resilience • Forms and maintains healthy relationships/ good bonding	*In addition to Universal Services ……* **Child's Developmental Needs** • Poor attachments • Language and communication difficulties • SEND • Absence / truancy / exclusions • Incidence of absence / missing from home	*Despite intervention at 2, evidence of continuing……* **Child's Developmental Needs** • Child not meeting some of their developmental milestones. • Displaying some signs of emotional and behavioural disorder • Chronic recurring health problems	*Persistent / continued / severe……* **Child's Developmental Needs** • Child not meeting development milestones • Non-organic failure to thrive • Displaying signs of emotional and behavioural disorder • Complex mental health problems including self

	• Has a positive or developing sense of identity • Able to perform self-care duties as appropriate to age • Ability to protect self and be protected • Achieving learning targets	• Potential for becoming NEET (not in education, employment or training) • Delay in meeting developmental milestones • Missing health checks / immunisations • Minor health problems • Early signs of offending / antisocial behaviour • Underage sexual activity • Early signs of substance misuse • Poor self-esteem / mental health issues • Teenage Pregnancy	• Missed appointments affecting developmental progress • Disabilities affecting access to mainstream services • Teenage pregnancy • Risky sexual behaviour • Risk of entering youth justice system • Fixed term / permanent exclusions / no school place • Persistent absence from school • Missing from school / home regularly • Displaying extremist views • Continuing substance misuse • Very low self-esteem / eating disorders • High level mental health issues • Poor skills resulting in social exclusion • Poor / ill-fitting clothes	harm • Acute eating disorder – life threatening • Fixed term exclusions / permanent exclusions / no school place • Risk of entry into care system • Chronic persistent absence from school • No access to core services • Teenage parent / pregnancy under age 13 • Child sexual exploitation • Offending behaviour / entering youth justice system • Displaying harmful behaviours to other children • Engaging others in extremist views • Substance misuse severely impairing development.
Circumstances and Key Features	**Parenting Capacity** • Emotional warmth • Protected by carers • Secure and caring home • Receive and act on information advice and guidance	**Parenting Capacity** • Inconsistent care arrangements • Poor supervision by parent / carer • Inconsistent parenting • Poor response to emerging needs • Historic context of parents / carers own childhood.	**Parenting Capacity** • Learning or physical disability impacts on parenting • Substance misuse • Mental Health issues • Parent noncompliance / cooperation • Persistent poor / inconsistent	**Parenting Capacity** • Suspected / actual physical, emotional or sexual abuse or neglect • Parental encouragement of abusive / offending behaviour

	• Appropriate boundaries maintained		• parenting / care arrangements • Being prosecuted for offences under the Education Act • Historic context of parent / carers own childhood.	• Continuing poor supervision in the home • Parental noncompliance / disguised compliance • Inconsistent parenting affects child's development progress • Private fostering • Offences relating to Person who poses a risk of harm to children • Previous child removed.
Circumstances and Key Features	**Family and Environment** • Supportive relationships • Appropriate housing • Maintaining healthy lifestyle • Supportive networks • Access to positive activities • Adequate income	**Family and Environment** • Young Carers • Poor parent / child relationships • Children of prisoners / parents with community orders • Bullying • Poor housing and poor home environment impacting on child's health • Community harassment / discrimination • Low income affects achievement • Poor access to core services • Risk of relationship breakdown • Concerns about possible domestic abuse • Risk of social exclusion • Risk of child sexual exploitation (CSE)	**Family and Environment** • Domestic abuse • Overcrowding or temporary housing / hostel • Poverty / worklessness • Poor attachments • Socially excluded family / harassment/ discrimination • Child being asked to undertake caring role of parent • Privately fostered child • No recourse to public funds • Transient families not accessing services • Significant risk of CSE	**Family and Environment** • Domestic abuse resulting in child being at risk of significant harm • Combination of substance misuse / mental health issues / domestic abuse • Homeless child / Family internationally homeless • Community harassment / discrimination • Extreme poverty affecting child well-being • Child being asked to undertake caring role of parent • Forced marriage, Honour based Violence, Female Genital Mutilation • Child trafficking • Known CSE

What do I do next?	Go direct to universal service or use the Warwickshire Family Information Service (WFIS) for information on services: Warwickshire.gov.uk/FIS	Consider Early Help office – see WFIS website: Warwickshire.gov.uk/FIS Referral to single agency to meet identified need.	Initiate a multiagency early help response. Contact First Response using the Multi Agency Referral Form (MARF)	Contact First Response using the MARF Out of hour's emergency duty team, Police 999 if at immediate risk.
Level of assessment		Pre Early Help Action Plan Early Help Single Assessment	Early Help Single Assessment Neglect and Risk Assessment Children & Family Assessment – Section 17 (Child in Need)* CAMHS assessment	Section 47 (child protection) enquiries*/child protection plan Public law Outline Section 31* Care proceedings Section 20* (provision of accommodation) CAMHS assessment
Examples of services who provide help	Schools/Colleges Community Led Youth Services Housing Primary Health Services (GP, Dentist, Pharmacy, Optician) Midwives Health Visitors School Nurses Children Centres Community Children's groups (stay and Play) Community and Voluntary Organisations	Schools/Colleges Community Led Youth Services Housing Primary Health Services (GP, Dentist, Pharmacy, Optician). Health Visitors School Nurses Family Nurse Partnership Portage for children with special educational needs & disabilities Children Centres Community Children's groups (stay and Play) Community and Voluntary Organisations	Schools/Colleges Community Led Youth Services Housing Primary Health Services (GP, Dentist, Pharmacy, Optician). Health Visitors School Nurses Family Nurse Partnership Portage for children with special educational needs & disabilities Children Centres Community Children's groups (stay and play	**Services that can undertake statutory non-voluntary interventions:** Social Care / Police / Domestic Abuse Officers (Police) Child Sexual Exploitation Team. **Other Services:** Youth Justice Service (YJS) /Child & Adolescent Mental Health Services (CAMHS) / Barnardos CSE/ School Nurses – Universal partnership Plus / Health Visitors – Universal Partnership Plus Children Centres

Information

Knowing when and how to share information isn't always easy. Usually parents say they are happy for you to talk to other professionals who can help them and their children.

'Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision' (Working Together 2015)

The WSCP Information Sharing Protocol can be found at appendix 9 of the WSCP Interagency Safeguarding Procedures https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures

Seven Golden Rules

1.   The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately

2.   Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement

3.   Seek advice from your manager if you are not sure

4.   If someone requests that some information is kept confidential then their wishes should be respected unless the sharing of the information is overridden in the public interest. You will need to base your judgement on the facts of the case

5.   Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions

6.   Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7.   Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

(Adapted from 'Information Sharing Guidance for practitioners and managers', DCSF, 2008)

Contact Information

Family Information Service	**01926 742274**	**fis@warwickshire.gov.uk**
Early Help Team	**01926 414147**	**feedback@warwickshire.gov.uk**
MASH	**01926 414144**	**mash@warwickshire.gcsx.gov.uk**
EDT	**01926 886922**	

24 hour phone lines and on line access is available at:

- **Childline** - free 24hr counselling service for support with issues which cause distress or concern to children and young people, including: child abuse, bullying, depression, substance misuse, parental separation and pregnancy.

- **Kooth.com** - offers online counselling, support and advice to children and young people on a variety of issues.
- **Samaritans** - is a confidential emotional support service for anyone in the UK. The service is available 24 hours a day for people who are experiencing feelings of distress or despair, including those which may lead to suicide.
- **IAPT** - Improving Access to Psychological Therapies - IAPT services are for people with mild, moderate and moderate to severe, symptoms of anxiety or depression, living in Coventry, Solihull or Warwickshire. Individuals can self-refer.
- **Springfield Mind** - offer a variety of services to promote mental wellbeing
- **Safeline** - supports individuals through sexual abuse and rape. Phone numbers for individuals are as follows: **National Male Helpline:** 0808 800 5005. **Young People's Helpline:** 0808 800 5007 Women should call **Rape Crisis England and Wales:** 0808 802 999.

Coventry and Warwickshire Mind provide quality services that support mental health, including hubs in areas across Warwickshire: Coventry Wellbeing Hub (1pm-5pm each day): 024 7622 4417; Rugby Wellbeing Hub (Tues 1pm-4pm & Sat 10am-1pm): 01788 544105.

ANNEX 5 – managing allegations

Keeping Children Safe in Education (2020) defines an allegation of abuse against an adult in a school or academy as any case in which it is alleged that an adult (including employed staff, supply staff and volunteers) has:
- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This policy is designed to work in full accordance with the statutory guidelines set out within Part Four, Keeping Children Safe in Education (2020), as well as with local guidelines issued by Warwickshire Local Authority, both of which describe the expected process for managing allegations in detail. Headteachers, members of the Senior Leadership Team and the Chair of Governors will familiarise themselves with both of these documents; however, key principles are summarised below.

Staff awareness
- All staff and volunteers (including Governors) will be issued with our academy's Code of Conduct, and with this policy, which are intended not only to support them in adopting safe practice in their work with children but also to advise on how to report any concerns about the conduct of a colleague or any practice in our academy which they feel is unsafe for our pupils. We understand that any concern, no matter how small, may indicate a wider picture of risk related to an adult's conduct, thus our staff will be encouraged to report concerns of a low level as well as anything indicative of a higher level of risk.
- Staff will also be issued with a copy of our whistleblowing policy; this refers more to concerns of a non-safeguarding nature, but its principles support those of this policy.
- Additionally, all staff and volunteers are signposted to the Ofsted Whistleblower Helpline, 0300 123 3155, and to the NSPCC Whistleblowing Advice helpline, 0800 028 0285.
- Visitors to the academy, including contractor and agency staff, will be provided with relevant information in line with the Visitors' policy.

Reporting a concern
- If any adult working in our academy has a safeguarding concern about another adult, or has concerns about another adult posing a risk to children, they should report these concerns. This duty is applied regardless of whether the person about whom there are concerns is an academy staff member, volunteer (including Governors), central staff member or external visitor, i.e. supply teacher.
- All reports of concern about academy staff, an academy volunteer (including Governors) or external visitor must be made directly to the Headteacher. Exceptionally, in the Headteacher's absence, the report may be made to the next senior member of staff who is acting as the Headteacher in their place.
- Where the concern relates to the Headteacher, or to the person acting as the Headteacher in the Headteacher's absence, the concern must be reported to the Deputy Director of Education and to the Chair of Governors. Please see Annex 2 for the contact details for these individuals.
- All reports of concern about a member of the central team must be made directly to the REAch2 Head of Safeguarding. Where the concern relates to the Head of Safeguarding, the concern must be reported to the Director of Excellence and Standards.
- If the report of concern is made verbally, it must be followed up in writing by the person reporting the concern, as directed by the person to whom the concern has been reported.

Headteacher, SLT and Governor awareness
- The Headteacher, members of SLT (in case of the Headteacher's absence) and the Chair of Governors (in case of the allegation being against the Headteacher) will know the name and contact details for the Local Authority Designated Officer (LADO), with whom contact will be made as soon as possible upon receipt of an allegation against a member of staff or volunteer at our academy, and always within one working day.
- If further investigation or action is required, the person referring the concern to the LADO will then be nominated as the 'case manager'. If the specific circumstances warrant, or if the case is unusually complex,

the case manager role may be taken on by a professional independent to our academy, i.e. a colleague from within REAch2 Academy Trust.

- In the event of a concern being raised about an adult not directly employed by the academy, i.e. a supply teacher, the same process will be followed to contact the LADO. Additionally, the Headteacher will liaise with the individual's employer to ensure full cooperation and involvement with any process required to investigate and resolve the concern that has been raised.

Information sharing

- When directed to by the LADO, the case manager will inform the accused person of the allegation and will give as much information as possible about its nature. We have a duty of care to our employee/volunteer, and will provide effective support to anyone in this situation, as well as ensuring that the matter is dealt with quickly, fairly and consistently.
- As directed by the LADO, the case manager will also tell the parents of the child or children involved of the allegation (if they are not already aware) and will keep them informed as to the progress and outcome of the process.

Managing the situation

- As directed by the LADO, and in consultation with the REAch2 HR and/or safeguarding teams, we will assess the possible risk posed by the accused individual if they are to continue in their role. This assessment may result in suspension if the risk is considered sufficient and if all suitable alternative options have been considered.
- If a member of staff or volunteer who is judged to be unsuitable to work with children resigns or their services cease to be used, we will assess the situation against the published DBS criteria and will follow up with a referral where necessary. A compromise or settlement agreement will not be used in cases where this would prevent a referral to DBS being made, as to do so could result in a criminal offence and is non-compliant with our legal duty.
- One-off and/or repeated allegations of malicious, false, unfounded or unsubstantiated conduct will not be referred to in employer references.
- Where an allegation has been found to be malicious, we will consider whether to take further action, either via the Behaviour policy (in the case of a pupil) or via discussion with the Police (in the case of a parent or other adult)

Record keeping

- Full details of each stage of the allegations process will be recorded in writing by the Case Manager.
- Where an allegation has been found to be malicious, i.e. the allegation is disproved and there has been a deliberate attempt to deceive, all details and records will be removed from the person's personnel file.
- For allegations found to be substantiated, false, unfounded or unsubstantiated, details of the allegation and the investigation process, including the outcome, will be kept as per the Disciplinary policy, but usually separately and confidentially to the person's personnel file, with a copy also provided to the person concerned.
- Records will be retained for a period of 10 years from the date of the allegation, or until the accused has reached pension age (if this is sooner)

Learning lessons

- As soon as is practicable, the Governing Body will convene to review the facts of the case, reflect on any lessons to be learned, and implement any needed changes to policy and/or procedure. Where applicable, this will include reference to any feedback given by the LADO.