



LIFE Education Trust

Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

SAFEGUARDING POLICY

Policy	Safeguarding Policy
Policy adopted by Trust Board	15/11/16 amended 04/09/2017
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KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests of the child**.

(Keeping Children Safe in Education – DfE, 2016)

This Child Protection Policy is for all staff, parents, trustees, volunteers of the trust. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Anti-Bullying Policy, Behaviour Management Policy, Whistleblowing Policy, Racial Incidents Policy and Health and Safety Policy. It should also be read in conjunction with London Safeguarding Children Policy 5th edition and Keeping Children Safe in Education (DfE, 2016).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Havering are the responsibilities of the Havering Safeguarding Children's Board (HESCB). Edition 5 of the London Child Protection Procedures provides comprehensive guidance for schools and professionals.

The Trust believes that our schools should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers

- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have suffered abuse in accordance with their agreed Child Protection Plan.
- To emphasise the need for good levels of communication between all members of staff.
- Carefully follow the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our school who have access to children have been checked as to their suitability.

- To set out a structured procedure within the school community in cases of suspected abuse.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- To ensure all staff are aware of the schools code of conduct.
- Providing effective management for staff and volunteers through support, supervision and training.

Our school works in accordance with the following legislation and guidance:

Children Act 1989

Children Act 2004

[Keeping Children Safe in Education](#) (DfE, 2016)

[Working Together to Safeguard Children](#) (HMG, 2015)

[London Child Protection Procedures, Edition 5](#) (2016, updated twice yearly)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

What to do if you're worried a child is being abused (HMG, 2015)

Searching, screening and confiscation (DfE, 2014)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within the Trust and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities (the Designated Safeguarding Lead and deputy Designated Safeguarding Lead) are shown below:-

School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Safeguarding Governor
Frances Bardsley Academy for Girls	Mrs K Dennehy	Miss L Chapman Miss H Smyth Mr I Purcell	Mr P Green
Benhurst Primary School	Mr D Denchfield	Mrs Lyons	Mrs McCarthy

Responsibilities

The Trust

The Trust ensures that the policies, procedures and training in our schools are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The Trust ensures there is a named Designated Safeguarding Lead and deputy safeguarding lead in place in each school.

The Trust ensures the schools contribute to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Trust ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The Trust ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The Trust is responsible for ensuring the schools follow recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead in a school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters), assess information quickly and carefully and ask for further information as appropriate. They ensure that they consult with Havering Services Early Help, MASH, Designated Officer of the Local Authority in the first instance and/or make a referral to MASH or the police, adhering to the Havering LSCB procedures, without delay if it is agreed during the consultation or if there is an immediate risk to the child. They work with the local authority and other agencies as required.

If for any reason the Designated Safeguarding Lead is unavailable, the deputy Designated Safeguarding Lead will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Board are followed by all staff.

All school staff

Everyone in our schools has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2016) defines abuse as the 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical

- Emotional
- Sexual
- Neglect

Our Trust is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

Significant Harm

There are no absolute criteria on which to rely when judging what constitutes significant harm. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

Types of abuse and neglect

These definitions are from "Keeping Children Safe in Education" (2016).

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. They may be abused by an adult or adults or another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 (including via the internet). 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 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.

Possible Signs & Symptoms of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in Working Together to Safeguard Children 2015. Also students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-destructive tendency
- Running away

Emotional Abuse

- Physical, mental, emotional or developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing, scavenging

Sexual Abuse

- Sudden changes in behaviour
- Displays of affection which are inappropriate

- Alleged promiscuity or sexualised behaviour
- Fear of undressing
- Regression to younger behaviour
- Inappropriate internet use and possible 'grooming' concerns
- Genital itching or other genital/anal pain/injury
- Distrust of familiar adult
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted disease

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Deterioration in school performance
- Running away
- Compulsive stealing or scavenging

Peer on peer abuse

Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Please also refer to the Anti-Bullying and Behaviour Management Policy.

Children with special educational needs and disabilities

Our schools understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our schools recognise that a child missing in education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing in education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child sexual exploitation (CSE) CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff should have an awareness of **specific safeguarding issues**, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content. These are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This School will not tolerate sexting, it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook, being the object of cyber-bullying and online grooming are all potential safeguarding concerns. We have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting

Handling sexting and nude selfie incident

UKCCIS "Sexting in schools and colleges" will be used to triage concerns. This extract gives the initial actions that should be taken:

There should always be an initial review meeting, led by the Designated Safeguarding Lead. This should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
When assessing the risks the following should be considered:
 - Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
 - Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery? • Are there any adults involved in the sharing of imagery?
 - What is the impact on the pupils involved?
 - Do the pupils involved have additional vulnerabilities?
 - Does the young person understand consent?
 - Has the young person taken part in this kind of activity before?
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the Designated Safeguarding Lead is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

Please refer to our Behaviour Management and Anti-Bullying Policies if necessary.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

This section should be read in conjunction with Appendix A: Dealing with Extremism

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Other Specific Safeguarding issues:

- Bullying including cyberbullying
- Domestic Violence
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private fostering

Annex A of the DfE guidance ‘Keeping Children Safe in Education’ (September 2016) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read annex A.

5. Procedures

All action is taken in accordance with the following guidance;

- London Child Protection Procedures, 5th edition (2016)
- Keeping Children Safe in Education (DfE, 2016)
- Working Together to Safeguard Children (DfE, 2015)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the Designated Safeguarding Lead (and deputy) and how to share concerns with them.

- Any member of staff, volunteer or visitor to our schools who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or, in their absence, the deputy Designated Safeguarding Lead).

- All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns.
- All new members of staff will be given a copy of our child protection procedures as part of their induction into a LIFE Education Trust school
- All members of staff will be expected to know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>.
- All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example,
- Stay calm, listen to the child, if you are shocked by what is being said try not to show it.
- Do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
- If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate. Use open questions such as 'is there anything else you wish to tell me'.
- Accept what they are telling you, do not make judgements.
- Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
- Don't criticise the perpetrator, this may be someone they love.
- Tell them what you will do next and with whom the information will be shared
- Pass this information on immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in his/her absence.

After a child has disclosed abuse the Designated Safeguarding Lead should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

- Report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.
- The conduct of staff when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the schools 'Whistleblowing Policy' and how to access it.
- All parents/carers are made aware of the possibilities of staff members actions with regard to child protection procedures.
- All parents, as part of the child induction process, will be made aware of the Child Protection Policy which is on the Life Education Trust website as well as individual websites.

We will review our Child Protection Procedures annually and complete a section 175 audit. A copy of the audit will be sent to the Schools Safeguarding Lead in Havering and also shared with the Quality Assurance Inspector.

The Designated Safeguarding Lead or the deputy will immediately refer cases of suspected abuse or allegations to the MASH or the police. The referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough.

The telephone referral to the MASH will be made and confirmed in writing within 48 hours using a MASH referral form. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given. The referrer should keep a written record of discussions with child, parents and staff, information provided by MASH and any advice given and decisions taken (clearly stating dates and times, and signed). Following referral, the MASH team should, within one working day, consider the next course of action, record their decision in

writing and notify the Designated Safeguarding Lead. Suspicions will not be discussed with anyone other than those nominated above.

The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the MASH and / or the Police.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead. It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the Designated Safeguarding Leads have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support.

6. Supporting Children

- We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our schools will support all children through:

- The curriculum
- The school ethos
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school, giving children a sense of being valued.
- Ensuring children know there are adults in the school whom they can approach if they are worried.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

7. Training

The Designated Safeguarding Lead (and deputy) undertakes Level 3 child protection training at least every two years. The Headteacher, all staff members and Trustees receive appropriate child protection training which is regularly updated and in line with advice from the Havering Safeguarding Children Board (HSCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters as appropriate

8. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held treated confidentially.

9. Supporting Staff

We recognise that staff working in our schools who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

10. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our schools are clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in a child protection file (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.

Where a pupil transfers from our school to another educational provision, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

11. Interagency working

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or

previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

12. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported directly to the CEO.

We understand that a child or 3rd party may make an allegation against a member of staff.

We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

We will be guided by Working Together 2015 which defines an allegation as:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Headteacher, this must be done on the same working day.

The Headteacher on all such occasions will discuss, on the same working day, the content of the allegation with Designated Officer of the Local Authority, Lisa Kennedy, on 01708 433584

If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the Chair of the Board who will consult with the Designated Officer of the Local Authority, this must be done on the same working day. If the Chair of the Board is not available the member of staff must make direct contact with the Designated Officer of The Local Authority.

The school will not internally investigate until instructed by the Designated Officer of the Local Authority.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school. These are also contained in part A, chapter 7 of the London Child Protection Procedures 5th edition 2015.

Safer Recruitment

The Trust will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts will highlight the priority that the school places on this and the schools commitment to safeguarding.

The school will follow the their recruitment policy and guidance set out in Keeping Children Safe in Education, and in line with the Local Authority and Local Safeguarding Children's Board procedures, these being the 5th edition of the London Child Protection Procedures 2015, part B2, chapter 7.

13. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

14. Supervisory arrangements for the management of out of school hours' activities.

- We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:
- All clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they meet the requirements of the DBS.
- Registers will include arrival and departure times.
- The club will keep a record of all sessions including monitoring and evaluation records.
- The team members will record any unusual events on an accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending the activities.
- Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful, in such circumstances another adult should be told.
- Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan.
- All team members should treat all children with dignity and respect in both attitude, language and actions.

15. Where to go for further information:

- 1.1 Havering LSCB
<http://www.havering.gov.uk>
<http://www.havering-lscb.org.uk>
- 1.2 Havering Threshold Document and Descriptors
<http://www.havering-lscb.org.uk/files/London%20Borough%20of%20Havering%20Multi%20Agency%20Threshold%20Criteria.pdf>
- 1.3 Havering MARF guidance notes
http://www.havering-lscb.org.uk/files/MARF_Guidance_Notes.pdf
- 1.4 Havering LSCB – 7 Golden Rules for Information Sharing
http://www.havering-lscb.org.uk/files/seven_golden_rules_for_information_sharing.pdf
- 1.5 Havering Missing protocol
www.havering.gov.uk/missingchildren
- 1.6 Havering online CSE toolkit
<http://www.havering-lscb.org.uk/files/Child%20Sexual%20Exploitation%20Professionals%20Toolkit%202014%20Version%203.pdf>
- 1.7 Havering CSE: Warning signs and vulnerabilities checklist
http://www.havering-lscb.org.uk/files/sexual_exploitation/Professionals_YP_at_Risk_Checklist_2012.pdf
- 1.8 London LSCB
<http://www.londonlscb.gov.uk>
- 1.9 London Child Protection Procedures, edition 5, 2015
<http://www.londoncp.co.uk/>
- 1.10 DfE Guidance: Safeguarding practitioners: information sharing advice 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 1.11 DfE Statutory guidance: Working together to safeguard children 2015
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 1.12 DfE Statutory guidance: Keeping children safe in education 2015
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 1.13 DfE Statutory guidance: Schools causing concern 2015
<https://www.gov.uk/government/publications/schools-causing-concern--2>
- 1.14 LGfL esafety policies
<http://www.lgfl.net/esafety/Pages/policies-acceptable-use.aspx>

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Dealing with Extremism

The Trust aims to provide an inclusive, supportive and caring environment, in which students can learn and flourish.

INTRODUCTION

1. This statement has been agreed in order to make clear the response of the Trust to the threat of radicalisation and extremism.
2. The statement will be reviewed annually.
3. Related documents:

Teaching and Learning Policy.
Appraisal Policies for Teachers and Support Staff.
Disciplinary, Capability, Code of Conduct and Grievance Procedures.
Behaviour Management in Practice.
Safeguarding & Child Protection Policy
Collective Worship Policy
Equality Policy

DUTIES OF MEMBERS OF STAFF

4. All members of staff are made aware through the process of Appraisal and training of their fundamental responsibilities in this area. The Appraisal Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in Part 2 of the Standards:
 - “showing tolerance of and respect for the rights of others;
 - supporting and not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.”
5. Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views are also explained.

The Trust aspires to ensure that all our students, irrespective of ability and regardless of anyone’s doubts, achieve their potential in full. Any teacher failing to comply with these requirements would be liable to investigation and potentially disciplinary action.

THE CURRICULUM AND COMBATING EXTREMISM

6. The Trust’s Core Values inform the curriculum, as they do all aspects of our work. These effectively enable us to highlight British Values in lessons, assemblies, form times and many other areas.

We seek to develop the following attributes in our learners:

CARERS

Being empathetic, reflective and self-aware is vital for understanding and tolerating each other and especially helpful for creatively articulating and modelling behavioural change.

7. The promotion of both
 - (a) personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and
 - (b) an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including themes in Collective Worship and PSHCEE.
8. The Trust takes pride in the personal and spiritual development of its young people and we seek to provide every opportunity for students to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions. Some of the most valuable work in the Trust in combating extremism is carried out in RS lessons, PSHCEE lessons and Collective Worship.

One of the key aspects of Religious Studies lessons, PSHCEE and Collective Worship is enabling the students to feel as though they can freely and actively participate in discussions. This focus appears throughout all key stages. We ensure that tolerance and understanding are championed through learning about diversity. Students are encouraged to ask and answer questions and not be afraid ask questions.

Lessons at all schools within the Trust aim to be a 'safe place' for students to share their views.

Violent extremism in the name of ideology or belief

For the purposes of this policy, violent extremism in the name of ideology or belief is defined as violence, incitement to violence, terrorism, incitement to terrorism, or other activities that may result in violent behaviour or terrorist activity in the name of an ideology or a set of beliefs. It covers violent extremism taking place on Trust owned land or premises or elsewhere, which has been promoted, planned or executed on Trust owned land or premises or in the Trust's name or by using Trust facilities either by members of the Trust or others.

FREEDOM OF SPEECH

The Trust is committed to the principles of free speech, so far as is reasonably practicable. Access to any premises in the Trust is not denied to any registered student or employee of the Trust or to any individual or body of persons invited to the premises of the Trust by a registered student or employee of the Trust on any grounds relating to:

- the beliefs or views of that registered student, employee or invited person;
or
- the policies or objectives of that body.

Where the expression of such beliefs, views, policies or objectives are unlawful and where it is reasonably anticipated that the unlawful expression of such beliefs, views, policies or objectives might occur on a relevant occasion, the Trust reserves the right to prevent by any means those beliefs, views, policies or objectives from being expressed on Trust premises.

The basis of the Trust's approach to tackling violent extremism in the name of ideology or belief is built upon the principles of free speech.

The Trust recognises the need to balance the rights to freedom of speech with the provisions of the Racial and Religious Hatred Act 2006, which outlaws the use of threatening words or behaviour, or the display of any threatening written material, with the intent to stir up religious hatred.

THE USE OF THE INTERNET AND OTHER ELECTRONIC MEANS

It is strictly forbidden to use the Trust's websites, IT facilities, or other elements of the information management systems or processes for the promotion, planning or execution of violent extremism in the name of ideology or belief.

The Trust reserves the right to exercise control over all activities on its IT facilities and networks, including monitoring of systems and electronic communications and access to external electronic resources. The undertaking of such monitoring may be necessary to establish the existence of facts, to prevent or detect crime, or to investigate or detect unauthorised use of telecommunication systems. This monitoring is permitted within the terms allowed by the Regulation of Investigatory Powers Act (RIP) 2000 and The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000.

The Trust recognises its obligations under legislation relating to the prevention of terrorism, in particular the requirement to respond within two working days to requests from the police to remove or amend any statement published on a Trust hosted website that may appear to encourage or promote terrorism.

REPORTING ARRANGEMENTS

The Trust recognises the importance of identifying and taking action to prevent or remove behaviour or activity described in this policy. All Staff and other individuals connected with the Trust in a formal or informal way play a vital role in ensuring the Trust is able to perform this function. As such, this policy establishes procedures to enable individuals to report concerns relating to the behaviour described in this policy. The procedures are based upon the principles of the Trust's Whistleblowing Policy, which puts into practice and extends the provisions of the Public Interest Disclosure Act 1998. Where children are concerned a disclosure should be treated as a child protection issue and raised with the Child Protection Officer.

Any individual wishing to raise concerns or disclose information about activity s/he believes may be related to behaviour described in this policy is required to contact the Headteacher in the most appropriate way. Suitable action will then be taken in consultation with the relevant authorities both within and outside the Trust. It is a requirement of the policy that the Headteacher informs the relevant authorities. If the disclosure or concern involves the Headteacher, the individual is required to contact the Chief Executive Officer of the Trust.

Those reporting concerns under the provisions of this policy should be aware that all such disclosures are treated in accordance with Section 38b of the Terrorism Act 2000, which states that an individual has committed an offence if s/he has information which s/he knows or believes might be of material assistance in preventing another person from committing an act of terrorism or securing apprehension, prosecution or conviction of another person for an offence involving the commission, preparation or instigation of an act of terrorism and s/he fails to disclose that information to the police as soon as is reasonably possible.

The Trust will treat all such disclosures in a confidential and sensitive manner. The identity of the individual making the allegation may be kept confidential so long as it does not hinder or frustrate any investigation. However, the investigation process may need to reveal the source of the information and the individual making the disclosure may need to provide a statement as part of the evidence required.