LEAP MAT
Safeguarding Policy incorporating Child Protection: Keeping Children Safe in Education

Policy Consultation & Review

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance ‘Keeping Children Safe in Education’, DfE (2016).

This policy will be reviewed in full by the Board of Trustees on an annual basis.

The policy was updated March 2017 in light if new statutory guidance, Keeping Children Safe in Education 2016
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LEAP Safeguarding Policy 2017

1. PURPOSE & AIMS

1.1 The purpose of LEAP Multi-Academy Trust (Brinsworth Academy and Dinnington High School) safeguarding policy is to ensure every child who is a registered pupil at one of our academies is safe and protected from harm. This means we will always work to:

- Protect children and young people at our academies from maltreatment;
- Prevent impairment of our children’s and young people’s health or development;
- Ensure that children and young people at our academies grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our academies to have the best outcomes.

1.2 This policy gives clear direction to staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students at our academies.

1.3 Our academies fully recognise the contribution they make to protect children from harm and supporting and promoting the welfare of all children who are registered students at our academies. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

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

What is Abuse?

- Abuse may fall into a number of categories: physical abuse, sexual abuse, emotional abuse and neglect. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

- Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation, Domestic Abuse and Preventing Radicalisation is contained in Part One of ‘Keeping Children Safe in Education 2016’ along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham Safeguarding Children Board Procedures www.rotherhamscb.proceduresonline.com

Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
• Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
• Is showing early signs of abuse and/or neglect

2. OUR ETHOS

2.1 The child’s welfare is of paramount importance. Our academies will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our academies will be able to talk freely to any member of staff if they are worried or concerned about something.

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

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

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our curriculum lessons along with our morning guidance provision with form tutors play a significant role in raising awareness with students about how to stay safe, including e-safeguarding. We use outside agencies and theatre in education events to complement the work of staff around issues such as CSE/grooming, domestic violence and positive relationships.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

3. ROLES AND RESPONSIBILITIES

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<td>Brinsworth Academy</td>
<td>Mrs A Birch</td>
<td>01709 828383</td>
</tr>
<tr>
<td>Designated Safeguarding Lead</td>
<td></td>
<td><a href="mailto:administration@brinsworth.rotherham.sch.uk">administration@brinsworth.rotherham.sch.uk</a></td>
</tr>
<tr>
<td>Brinsworth Academy</td>
<td>Mr M Weller</td>
<td></td>
</tr>
<tr>
<td>Safeguarding Team</td>
<td>Mr S Grenham</td>
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<td></td>
<td>Mrs H Hardisty</td>
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<td>Mr P Baxter (Governor)</td>
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<tr>
<td>Dinnington High School</td>
<td>Mrs J Phillips</td>
<td>01909 550066</td>
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<td>Designated Safeguarding Lead</td>
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<td>Safeguarding Team</td>
<td>Mrs M Carroll (Governor)</td>
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<tr>
<td>Named Safeguarding Trustee</td>
<td>Mrs K Bottomley</td>
<td><a href="mailto:admin@leap-mat.org.uk">admin@leap-mat.org.uk</a></td>
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3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at each academy. This includes the responsibility to provide a safe environment in which students can learn.

The Board of Trustees

3.2 The Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named trustee who champions safeguarding within the multi-academy trust.

3.3 The Board of Trustees will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our academy website and has been written in line with Local Authority guidance and the requirements of the Rotherham Local Safeguarding Children Board (RLSCB) policies and procedures;

- Each academy in this Trust contributes to inter-agency working in line with Working Together to Safeguard Children (2015);

- Each academy has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the Channel programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.

- Each academy has due regard to the new mandatory reporting duty, which came into force in October 2015, of the Female Genital Mutilation Act 2003 which places a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- A member of the senior leadership team in each academy is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of ‘Keeping children safe in Education’ and the staff code of conduct;

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
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- Safer recruitment practices are followed in accordance with the requirements of ‘Keeping Children Safe in Education’ DfE (2016) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.

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

3.4 The Board of Trustees will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Principal

3.5 Within LEAP Multi-academy trust each Principal is responsible for:

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

The Designated Safeguarding Lead

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

3.7 The DSL at each academy will ensure appropriate representation of the academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely through the use of CPOMS.

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

4. TRAINING & INDUCTION

4.1 When new staff, Trustees, Governors, volunteers or regular visitors join our academies they will be informed of the safeguarding arrangements in place. They will be given a copy
of our LEAP safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead/ Safeguarding team are.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our academy and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of ‘Keeping Children Safe in Education’ (2016) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with ‘Keeping Children Safe in Education’ (2016) and advice from Rotherham LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors and volunteers to our academies will be given a set of our safeguarding procedures; they will be informed of whom our DSL and DSL Team are and what the recording and reporting system is.

4.5 The DSL, the DSL team and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham Local Safeguarding Children’s Board at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 Our Board of Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our academy. Training for Trustees to support them in their safeguarding role is available from Governor Development Service.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of ‘Keeping Children Safe in Education’ (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at [www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding). The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 LEAP Multi- Academy Trust adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

5.2 Every member of staff including volunteers working with students at our academies are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.
5.3 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.4 The DSL or DSL team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or member of DSL team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

5.5. If a child is in immediate danger or risk of harm, a referral should be made to Children’s Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL or DSL Team, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMs.

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

5.8 All referrals will be made in line with Rotherham LSCB - chapter 1 “Referring Safeguarding Concerns about Children”.

5.9 If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the designated senior person, Designated Safeguarding Team and the Principal/Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the student’s safety.

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

5.12 If staff members have concerns about another staff member then this should be referred to the Principal/Principal. Where there are concerns about the Principal/Principal this should be referred to the Chair of the Board of Trustees.
6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at their academy they will record their concern on CPOMs which records a date and time as well as the author. Any immediate concerns should be passed to the DSL / DSL team without delay.

6.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child’s academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within academy on the basis of ‘need to know in the child’s interests’ and on the understanding that it remains strictly confidential. Most of our records are kept electronically via a secure service, CPOMS which is security protected.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on CPOMs.

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

7. WORKING WITH PARENTS & CARERS

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

7.2 When new students join our academies, parents/carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on each academy website. Parents/carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the Multi-agency safeguarding hub (MASH).

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

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

7.5 In order to keep children safe and provide appropriate care for them, the academy requires parents/carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
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- Full details of any other adult authorised by the parent to collect the child from academy (if different from the above).

The academy will retain this information on the pupil file. The academy will only share information about pupils with adults who have parental responsibility for a pupil or where a parent/carer has given permission and the academy has been supplied with the adult’s full details in writing.

8. CHILD PROTECTION CONFERENCES

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

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. Usually the person representing the academy at these meetings will be in the DSL team. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

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

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

9. SAFER RECRUITMENT

9.1 We will ensure that at least one member of any interviewing panel has completed appropriate safer recruitment training. At all times the Principal/Principal and Board of Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of “Keeping Children Safe in Education, DfE, (2016)”

Our post adverts /information packs state our commitment to safeguarding and all applications are via our standard application form which requires employment history including reasons for leaving a post with dates, states that we will only accept references completed on our reference request forms and that no open references/testimonials or family references with be accepted and requires the candidate to declare convictions, and confirm the information they have given is correct and that they are not barred from working with children. In addition we will check references and the successful candidate will always have these checked as Rotherham guidelines require. Within LEAP MAT Academies, it is normal practice as part of the interview process, to have a separate safeguarding interview led by someone who has been safer recruitment trained; this feedback informs the main interview where any concerns can be followed up prior to the final decision making.
9.2 Within LEAP MAT we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies)
- A check of professional qualifications
- A check to establish the person’s right to work in the UK
- Further checks on people who have lived or worked outside the UK

This register is monitored and checked every term by the Principal/Principal and the DSL and signed off if accurate. Any issues that have been identified will be handled as a matter of urgency.

10. SAFER WORKING PRACTICE

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

10.2 All staff will be provided with a copy of our code of conduct at induction. They will be expected to know our Code of Conduct and the policy for positive handling known as “Use of force to control or restrain pupils” policy and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy on the “Use of force to control or restrain pupils” must be adhered to.

10.3 Visitors, volunteers or parent helpers must sign in at reception and receive a visitors’ badge. This must be worn and be visible at all times. Where visitors, volunteers etc are working with children alone they must have a valid DBS and, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. Visitors without a valid DBS must be accompanied at all times within the academy.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document ‘Safer working practices for adults who work with children and young people’ (safer Recruitment Consortium, October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.
11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

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

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

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that the procedures outlined in *Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5* and Part 4 of the statutory guidance *‘Keeping Children Safe in Education’, DfE (2016)* are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO (Gill Brookes) can be contacted on 01709 823914 or via MASH 01709 336080

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal/Principal immediately. Should an allegation be made against the Principal/Principal, this will be reported to the Chair of Trustees. In the event that the Principal/Principal or Chair of Trustees is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal/Principal or the Vice Chair of Trustees.

11.5 The Principal/Principal or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the Board of Trustees will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal/Principal or Chair of Trustees should contact the LADO directly on 01709 823914 or via MASH 01709 336080

11.7 The Academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

A summary of managing allegations about staff is included in the staff planner for easy reference.
12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our academies and our intent to ensure that pupils at our academies are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- LEAP Staff Code of Conduct
- Anti-Bullying
- Behaviour policy and Positive handling (Use of force to control or restrain pupils)
- Attendance
- LEAP E-safeguarding
- Health and Safety including site security
- Policy for racial equality
- Meeting the needs of pupils with medical conditions
- Educational visits including overnight stays
- LEAP Whistleblowing policy

13. STATUTORY FRAMEWORK

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

- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)
- [www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding)
Appendix 1: Making a referral to Rotherham Children’s Social Care

A telephone referral should be made in the following circumstances to the Multi-agency safeguarding hub (MASH) (01709 336080) followed up in writing on a Multi-Agency Referral Form (MARF) to MASH-referral@rotherham.gcsx.gov.uk within 24 hours:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children’s Social Care;
- Concerns of significant harm have risen for a child receiving a service as a Child in Need;
- Further concerns have arisen of increased or additional risk to a child currently subject to a Child Protection Plan;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer Significant Harm;
- An unborn child may be at risk of significant harm – for more information see Safeguarding Unborn and Newborn Babies Procedure and Concealment and Denial of Pregnancy Procedure;
- A non-mobile infant sustains any injury, however slight, without an adequate accidental explanation;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a Police Protection Order;
- Concerns have arisen for a child who is the subject of a Supervision Order or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see Practice Guidance: Significant Harm - The Impact of Abuse and Neglect for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE) and Safeguarding Children and Young People from Sexual Exploitation Procedure;
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see Safeguarding Children and Young People who go Missing from Home and Care;
- There are concerns a child may be harmed because of use of technology or social media – for more information see E-Safety: Safeguarding Children Exposed to Harm through the Digital Media;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see Individuals who Pose a Risk to Children Procedure);
- A child is being denied access to urgent or important Medical Assessment or services;
There are suspicions that a child might be harmed because of fabricated or induced illness (see Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced);

A child is at risk of being subjected to illegal procedures, for example:
- Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure;
- Safeguarding Children and Young People from Forced Marriage Procedure;
- Safeguarding Children and Young People from Honour Based Violence Procedure;
- There are grounds for concern that a person may be a victim of human trafficking (see Safeguarding Children who may have been Trafficked from Abroad Procedure and National Referral Mechanism: guidance for child first responders (Home Office, August 2013)).

A child is at risk or vulnerable to being drawn into terrorism - for more information see Supporting Children and Young People Vulnerable to Violent Extremism Procedure;

A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through Domestic Abuse;

A child is at risk of being harmed because of concerns about their parents’ mental health see Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure;

Either an adult or a child makes allegations of non-recent abuse, for more information see Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure.

For information about thresholds, see Multi-Agency Threshold Descriptors.

Please note this list is not exhaustive.

Useful Contact numbers and e-mail addresses/websites:
Local Authority Children’s Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:
- 01709 336080

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham Safeguarding Children’s Unit (LADO/Duty Advice):
- 01709 823914

Education Safeguarding Officer – Sherran Finney
- 01709 822690 or by e-mail on Sherran.finney@rotherham.gov.uk

Rotherham LSCB
www.rotherham.gov.uk/safeguarding

National Helplines/Websites:
NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111
Appendix 2: Categories of abuse and neglect

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.

36. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

37. **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.

38. **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.

39. **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.

40. **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.
Specific safeguarding issues

41. All staff should have an awareness of 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.

42. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
Appendix 3: Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on so-called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Forced marriage

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

Further Information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.
LEAP Safeguarding Policy 2017
The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities have Channel panels set up in their area.

Further information on a child missing from education A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.