Safeguarding and Child Protection Policy

CEO vision for the LLMAT comprises of 6 aims, ambitions or aspirations:

What do we want to achieve for our children?

1. **Access** – I want us to offer a rich, relevant, experiential and wholehearted approach to learning for all our children which they can engage with, are motivated by and that prepares them well for the next steps in their lives. I passionately believe that this must be supported by ensuring access to integrated and joined up services including social care and health.

2. **Aspiration** – I want us to promote aspiration across our learning community by sharing with children and their families and with our colleagues opportunities to experience the best provision and settings locally, regionally, nationally and internationally and by fuelling a desire to be their best, providing social mobility and social capital.

3. **Achievement** – I am passionate that outcomes need to improve so that standards are at least in line with if not above national averages (2019) and are clearly on an upward trajectory so that we can be compared to the top 20% of schools nationally (2020) and internationally, and not with the top 20% locally or regionally.

What do we want to achieve for the organisation?

4. **Acceleration** – we need to move with pace and know exactly what direction we are heading in. I believe we need at this stage to move more quickly and in the right direction to establish better central team capacity and services and in order to do this we need to be more realistic about what we top-slice from each academy’s core budget and more urgent in securing efficiency and effectiveness.

5. **Autonomy** – I believe we need to be clear about what type of MAT are we - one pursuing alignment or one pursuing autonomy? I am of the view that where a competency is judged as orange (in need of repair) or red (in need of stabilising) or has an orange border (medium risk) or a red border (high risk) we must consider moving from autonomy to centrally directed alignment.

6. **Accountability** – I am driven by the belief that our corporate governance structure based on the 4MAT must now offer comprehensive and rigorous accountability for Academy and LLMAT leaders at all levels in order to drive forward our vision.

Created ........................ To be reviewed ..........................
# LLMAT Academy Safeguarding Information

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<tr>
<th>Date of review</th>
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<tr>
<td>01 September 2018</td>
<td>Claire Thompson</td>
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<td>02 September 2018</td>
<td>Paul Harrison.</td>
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Passion and Integrity
Inclusion and Respect

Private Fostering Named Person
Liane Bowen
Lbowen4@dudley-wood.dudley.sch.uk

Academy E-Safety Lead
Liane Bowen
Lbowen4@dudley-wood.dudley.sch.uk

Designated Officer (DO) for allegations against staff
Yvonne Nelson Brown 01384 813110
Referral email allegations@dudley.gcsx.gov.uk

Virtual School Heads
Matthew Osborne and Neil Hoskinson

Private Fostered Dudley LA named person
Angela Marsh

MASH
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Out of Hours Duty Team
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PREVENT Officer
John Hodt

Education PREVENT Officer
Mark Wilson

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Appendix 2: Working Together to Keep Children Safe (DfE 2018)
Appendix 3: Process for Recording and Reporting a Concern about a Child
Appendix 4: Flowchart: Actions where there are concerns about a child
Appendix 5: Online websites for further support
Appendix 6: What to do if you are worried a child is being abused- Advice for practitioners
The DfE latest version of Keeping Children Safe in Education 2018 (KCSIE)

Working Together to Safeguard Children 2018 (WTSC)

These are attached in Appendix 1 and Appendix 2

Alongside this policy, all staff must read KCSIE and WTSC in September 2018 and sign to say they have completed this.

1. Rationale

All children, young people and staff have a fundamental right to be protected from harm. Learning Link Multi Academy Trust insist that every child experiences an environment which have the highest consistency of safety and security within each of our academies. We will offer the best service to our children where wholeheartedness and care are at the heart of all we do. It is a guiding principle of the law and our child protection procedures that the protection and welfare of a child will always be our first priority. We understand that any failure to provide an effective response can have serious consequences for a child.

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

LLMAT’s commitment to safeguarding and the wholehearted care of the welfare of every child is within both the school environment and outside. The approach of each academy is to put each and every child first and to always consider what is in the best interests of the child. Our staff know our children exceptionally well and so we are especially well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We are always alert to the possibility of abuse occurring, being aware of the procedures we will follow if there are suspicions and we have the confidence to follow those procedures. This policy applies to all adults who may be LLMAT Central Staff and Corporate Governance, individual academy staff, local governors and volunteers working in any of our academies.

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the Trust Board and Local Governing Body meetings. Everyone working within corporate governance or at academy level whether in paid employment or in voluntary executive or contracted roles will sign to say they have read and understood the requirements of their role within safeguarding all our children. This policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

2. Purpose, Ethos and Values

Child Protection policy is an essential part of our wholeheartedness and cannot be separated from the shared ethos of LLMAT and each individual academy. Child protection is an essential part of this safeguarding policy and so this guidance acts to support further strengthening of excellent practice within wholeheartedness. This policy ensures that every child is safe and protected being treated with respect and dignity and being taught to treat each other with respect, to feel safe, have a voice and to be entitled to be listened to and to be heard.

Each LLMAT academy is equally committed to the safeguarding of all children in our academies. Our aim is to ensure that all children are safe in school with excellent and immediate measures which support every child who is at risk of any form of harm. Overall our policy provides information for all adults working with children to carry out their duty of care responsibly. LLMAT will always be a strong focus of our shared work together providing information and training for all staff and other adults to carry out this duty of care responsibly. For excellence in safeguarding and wholeheartedness, it is vital that children receive the right help at the right time to address risks and prevent issues escalating. Historical cases evidence the dangers of failing to take effective action.
All staff in LLMAT academies will:

- act immediately and refer all early signs of abuse and neglect
- maintain immediate and high quality record keeping
- listen to the views of every child
- re-assess situations on a frequent basis and especially when situations do not improve
- share information with the appropriate persons
- challenge anyone who does not appear to be taking action

LLMAT has adopted common processes, practices and procedures to support these expectations across each academy. This is because the range of academies share similar values and ethos.

This LLMAT policy applies to each academy and places significant importance upon identifying and keeping everyone up to date through informed relevant information about named and responsible persons in each academy for:

- the Designated Safeguarding Leaders in each academy
- the four Deputy Designated Safeguarding Leaders who are individual lead responsibilities for Prevent, CSE, online and family issues all linked to keeping our children safe
- the member of the LLMAT Trustees responsibility for safeguarding
- the member of each Local Governing Board with responsibility for safeguarding
- key people locally for keeping children safe in Dudley
- the date this policy has been last reviewed/revised and is next reviewed
- the contents of this policy
- the logo of LLMAT and each individual academy in order to ensure there is no ambiguity

3. Statutory Frameworks

The following documents, circulars and guidance for good practice govern all our child protection work:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- Safer Working Practice Guidance (October 2015)
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- DSCB interagency child protection and safeguarding procedures
- Relevant DSCB procedures and the requirements for schools and academies can be found through: http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/
- What to do if you are worried a child is being abused 2015
- Information Sharing (March 2015)
- Statutory Framework for the Early Years Foundation Stage (April 2017)
4. Safeguarding Legislation, Policies and Procedures

Legislation and the Law

All LLMAT Academies recognise their legal duty under section 175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from significant harm. The protection of our children from suffering or any likelihood to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations.

The Education (Independent School Standards) Regulations 2014 apply a duty to proprietors of independent schools (which in the case of academies and free schools is the Academy Trust) to ensure that arrangements are made to safeguard and promote the welfare of children.

The Trustees of LLMAT are the ‘proprietors’ who will ensure that each academy Local Governing Board will comply with their duties under this safeguarding legislation. Trustees and local governors will always regard this guidance, ensuring that policies, procedures and training in each academy are effective and comply with the law at all times.

LLMAT Trustees who, obviously have a senior board function, are responsible for ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.

Policies include:

• An effective LLMAT Safeguarding and Child Protection policy with additions to cater for any differences that need to be considered between any individual academy. The child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures. It is updated annually every September (and at interim times in between if or when national or local change suggests this is necessary). The policy is available publicly either via the LLMAT or each individual academy website. Hard copies can be requested of each academy.

• A LLMAT Staff Code Of Conduct (Staff Professional Behaviour policy) which includes as a minimum, the acceptable use of technologies, staff/child relationships and communications including the use of social media

• LLMAT Trustees, lead the Local Governing Boards, to have appropriate safeguarding responses in place, to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Where reasonably possible, academies will hold more than one emergency contact number for each child. This is good practice to give the academy additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

LLMAT also has MAT and individual academy policies which also strongly support our links to keeping every child safe. These are:

• Good Behaviour approaches of all LLMAT academies
• Keeping Children Free From Bullying and Harassment of all LLMAT academies
• Approaches To Physical Interventions and Safe Handling Of Children of all LLMAT academies
• LLMAT Whistleblowing policy
• LLMAT Safer Recruitment
• LLMAT Confidentiality Statement
• LLMAT Staff Code of Conduct including rules for use of social media
• LLMAT Safeguarding Response to Children who go Missing From Education
• LLMAT Safeguarding Leadership Structure: the role of the designated safeguarding lead and their deputies
• LLMAT Children Missing Education
• LLMAT Keeping You Safe Children’s Leaflet.
• LLMAT Anti-Radicalisation Policy

These can all be found on the LLMAT website as well as on each individual academy website or by requesting hard copies through any LLMAT academy office.
5. The Role of LLMAT Trustees and the Local Governing Board of each Academy

Each LLMAT Local Governing Board understands that the Trustees are the proprietor under law. The CEO will be responsible for ensuring that the decisions and work of the LLMAT Trustees are cohesively supported by each Local Governing Body.

It is the responsibility of the LLMAT Trustees and Local Governing Board (led by the LLMAT CEO) to ensure that each academy complies with their duties under legislation at every level of LLMAT. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2018 places statutory requirements on all Trustees to direct the work of Local Governing Boards in academies. Trustees and Local Governing Boards must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Local governors will be lead by the CEO to ensure that the same expectations and roles are held within each LLMAT academy:

- It is the responsibility of the whole Governing Board to ensure every child within their academy is safe and guarded against any form of harm and that safeguarding is on the agenda at all Local Governing Board meetings.
- This is so important that the name and contact details of the nominated governor for child protection/safeguarding and the Chair of each LGB is included on the front page of this policy.
- ALL local governing bodies will work with LLMAT CEO and Trustees to ensure that the latest legislation and law for safeguarding are implemented well. They will have regard to this guidance, ensuring that policies, procedures and training in their academies are effective and comply with the law at all times.
- The named governor for safeguarding will work with the Chair of the LGB and nominated Trustees to take leadership responsibility for their academy’s safeguarding arrangements.
- If there are any allegations made against the head teacher, then the Chair of Governors or the named safeguarding governor will be included in the management of this allegation being led by a Trustee or the CEO.
- Trustees and Local Governors will be fully up to date about the urgency of their duties regarding children missing education, including information an academy must provide to the local authority when removing a child from the school role at standard and non-standard transition points (see DFE statutory guidance on missing children and adult strategy).
- Trustees and Local Governing Boards will monitor that head teachers / DSLs ensure that all staff follow all safeguarding policies and procedures, adopted by LLMAT, and particularly concerning referrals of cases of suspected abuse and neglect.
- Trustees and Local Governing Boards will monitor that this information is provided to all staff on induction to any post within the academy and is updated on an annual basis and when new information or changes take place.
- Trustees, Chairs of Local Governing Boards alongside the named governor for safeguarding will ensure that ALL trustees and local governors have the relevant safeguarding training with annual updates and induction for new trustees and governors.
- All Trustees and Local Governors will have access to this guidance and sign to day they have read and understood it. This guidance contains the LLMAT policy and approaches to safeguarding as well as appendices with the statutory documents for Keeping Children Safe In Education (KCSIE) 2018 and Working Together to Safeguard Children (WTSC) 2018.
- Trustees led by the CEO will support Local Governing Boards led by the named safeguarding governor and/or Chair of Governors will ensure positive relationships with the local authority and take into account the it procedures and practices as part of the inter-agency safeguarding procedures.
- LLMAT will ensure that all academies will lawfully observe the regulations for GDPR and data protection.
6. The Role of the Designated Safeguarding Lead (and the Deputy Designated Safeguarding Leads)

Every member of staff within and across LLMAT academies are responsible for keeping children safe.

In order to provide the strongest leadership, LLMAT has adopted a central approach to safeguarding. Each LLMAT academy has a nominated senior leader who is QTS qualified and is the individual academy Designated Safeguarding Lead. All academies also have four Deputy Designated Safeguarding Leads who represent a range of phases across the school and are in senior leadership positions.

The names and contact details of all Designated Safeguarding Lead (DSL) and the four Deputy Designated Safeguarding Leads (DDSLs) for each academy are listed on the front page. All safeguarding leads are members of the senior leadership team within each academy. The DSL has direct responsibility for the protection of every child and for keeping all children safe.

Every Designated Safeguarding Lead in LLMAT is also headteacher at the academy. It is vital that everyone knows that headteachers and DSLs are responsible for the children at all times including school holidays. This means that it is expected that each academy has the capacity to access information which can keep each child safe in and out of school irrespective of individual working hours.

It is essential that every member of staff in each academy knows who are the key safeguarding lead across LLMAT and each individual academy. In signing to say that each staff member, in any post, has read and got regular access to this policy means that all staff can cite the lead with whom they will report and discuss any safeguarding concerns.

The Designated Safeguarding Lead has the overall responsibility and accountability for child protection. This role is supported by the four Deputy Designated Safeguarding Leads collectively in each academy and across the MAT and also within their specific areas of safeguarding leadership.

ALL safeguarding leads will undergo training to provide them with the knowledge and skills required to carry out their roles. This training will be in line with the national requirements for annual updates for all staff and two yearly refresher training for safeguarding leaders. The training of Deputy Designated Safeguarding Leads will be to the same standards as the DSL. The role of DSL and DDSL will also be explicit within each leaders annually reviewed job description.

Training will ensure the DSL (and DDSLs) recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
Responsibilities of Designated Safeguarding Leads as LLMAT Safeguarding Champions of Excellent Practice

- Ensuring excellence as an academy promoting a safe culture, ethos and vision and raising safeguarding awareness within the academy, LLMAT and the wider community
- Being certain that the statutory frameworks and especially KCSIE 2018 and WTSC 2018 drive all safeguarding decisions
- Have a solid understanding of new and current safeguarding themes and regularly train staff
- Ensure vigilance of training and updates including induction, updating and proving staff knowledge
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding leads responsible for child protection and their role
- Make certain that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- Undertake Prevent awareness training alongside the DDSL 1 – PREVENT
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Be available (during academy hours) for staff to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
- Strongly promote effective multi-agency working taking the lead when it is appropriate
- Refer cases of suspected abuse to the local authority children’s social care as required
- Be confident in all timely liaison - referrals, Early Help and working with MASH and LADO + Multi-Agency Working
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- Develop strong links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service
- Ensure that all staff are aware of what to do if there are concerns around a child
- Ensure staff in our academies are clear that if they have any concerns about a child they will have a conversation with the Designated Safeguarding Lead or Deputy Safeguarding Lead to agree a course of action. Although any staff member can make a referral to Children’s Social Care
- Support leaders (and staff) who make referrals to local authority children’s social care to be confident in what they do
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- Refer cases where a crime may have been committed to the Police as required
- Be a source of support, advice and expertise for all staff offering effective supervision for anyone dealing with safeguarding and social care issues
- Model and monitor the highest quality of record keeping keeping written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- Take a lead in termly peer safeguarding audits across LLMAT academies
- Ensure all records are kept securely, separate from the main child files, and in locked locations
- Ensure that if a child who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed
- Monitoring of the match of academy practices with LLMAT expectations of excellence and wholeheartedness
- Work within LLMAT approaches for consistency and efficiency of the Single Central Record
- New legislation, change to policy is immediately updated and annually reviewed (through LLMAT DSL Network)
- Promote a positive approach to parents, families and local community ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by making this policy available on the school website. A paper copy is available on request.
- Provide the highest quality of prompt Risk Assessments
- Support the CEO on leading on LLMAT approaches to i) Positions of Trust and Safer Working Guidance, ii) Staff Code Of Conduct, iii) Safer Recruitment and Governance and iv) Allegations Against Staff within their academy
- Ensure the LLMAT child protection policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly to meet the need of each academy
Responsibilities of Deputy Designated Safeguarding Leads as LLMAT safeguarding champions

<table>
<thead>
<tr>
<th>DDSL 1: PREVENT Radicalisation and Extremism + Emotional Abuse</th>
<th>DDSL 2: CHILD + Sexual Abuse</th>
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<tbody>
<tr>
<td>• Prevent and Channel</td>
<td>• Child Sexual Exploitation (CSE)</td>
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<td>• Faith Abuse</td>
<td>• Sexual Violence and Harassment</td>
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<td>• Hate</td>
<td>• Sexting</td>
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<td>• Preventing Radicalisation</td>
<td>• Trafficking</td>
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<td>• Modern Day Slavery</td>
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<td>• Female Genital Mutilation (FGM)</td>
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<td>• Honour Based Violence (HBV)</td>
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<tr>
<th>DDSL 3: ONLINE Internet and Social Media + Physical Abuse</th>
<th>DDSL 4: FAMILY + Neglect</th>
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<tr>
<td>• Bullying and Prejudice including Cyberbullying</td>
<td>• Domestic Abuse / Violence</td>
</tr>
<tr>
<td>• Impact of New Technologies on Sexual Behaviour</td>
<td>• Drugs, Alcohol and Substance Abuse</td>
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<tr>
<td>• Acceptable Users</td>
<td>• Fabricated or Induced Illness</td>
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<tr>
<td>• Data Protection and GDPR</td>
<td>• Private Fostering</td>
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<td>• Whistleblowing</td>
<td>• Mental Health</td>
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<td>• Children Missing Education</td>
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<td>• Peer : Peer Abuse</td>
<td>• County Lines</td>
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<td>• Gangs and Youth Violence</td>
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<td>• Gender-Based Violence / Violence against Women and Girls (VAWG)</td>
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<td></td>
<td>• Children Missing from Home / Care</td>
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<td>• Missing Children and Adults</td>
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KCSIE 2018 Annex B pays regard to specific responsibilities of Designated Safeguarding Leads.

7. Confidentiality

It is the responsibility of all staff, whatever their role within each or across any one of LLMAT academies, to share information about the protection of children with the most relevant Designated Safeguarding Lead as soon as there is any concern of any nature. This is with immediacy once any member of staff at any level has any concern at all. It is the role of the Designated Safeguarding Lead and sometimes their deputies (acting in their capacity) to decide on the urgency of the concern and what steps are the most appropriate to follow. DSLs will seek further best advice as they know is necessary and at apt times.

Information will be shared with other relevant and other professionals as is necessary to ensure every child is as safe as possible and has the very best care.

All information shared is confidential at all times.

The confidentiality in this policy supports the same expectations of confidentiality afforded all academy information contained within the LLMAT Confidentiality Statement (attached in Appendix 3)

Information about children and families will only be shared within an agreed professional context. It is strictly never allowed to share information of any sort and most particularly about issues of safeguarding through any form of social media or at the ‘school gate’ as a form of gossip irrespective of the context in which that member of staff knows the family. Staff must not share family information with other families even those involved in the same incidents.
8. Communication with Parents

Our usual approach is to discuss any child protection concerns with parents before approaching other agencies, and we will seek their consent to making a referral to another agency. Appropriate staff will approach parents after consultation with the Designated Safeguarding Lead. Parents and families will be informed about the LLMAT Safeguarding and Child Protection Policy through the website.

However there may be occasions when the school will contact another agency before informing parents because it considers that contacting them may increase the risk of significant harm to the child.

9. Whole Staff Responsibilities

The five important elements of the policy include:

- establishing a safe environment in which children can learn and develop
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils who have been abused in accordance with his/her child protection plan
- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children

LLMAT recognises how wholeheartedness and efficacy helps to keep safety of everyone as the essential way children can be free to learn and to achieve well. To do this we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

Safeguarding and promoting the wholeheartedness and welfare of children is defined for the purposes of this guidance 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; and
- taking action to enable all children to have the best outcomes. (Children includes everyone under the age of 18)

LLMAT and each individual academy will therefore:

- establish and maintain all environments so that children are at the heart and the most important and so can feel secure
- encourage every child to talk, to listen, to be listened to and to be heard
- ensure every child has equity knowing that there are adults in the school whom they can approach if they are worried or in difficulty. This may mean that some children have key workers identified to help them feel equally safe
- ensure the curriculum has activities and opportunities which equip them with the skills they need to stay safe from harm

Safeguarding, and wholeheartedness which keeps the welfare of children as central to our work, is everyone’s responsibility. Everyone who is exposed to children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred in line with LLMAT expectations. This means that the best interests of each child will be considered in making decisions at all times. All academies and our staff play an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children (2018).

The role of academy staff

- Academy staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All staff have a responsibility to provide a safe environment in which children can learn.
- It is a breach of contract for any member of staff to knowingly fail to implement this policy guidance.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information
and taking prompt action. **It is the responsibility of all staff to inform the Designated Safeguarding Lead of any concerns as soon as they become aware of any potential issues.**

10. **When To Be Concerned**

If any member of LLMAT staff (or other adults working in an academy) have a concern for a child’s welfare they should act on them immediately. The flow chart *(Appendix 5)* sets out a clear process for staff to raise concerns in a consistent and correct way.

Where there is any safeguarding concern its is important that the child’s wishes and feelings are always taken into account when considering what action to take and what services to provide. All LLMAT academies will ensure they have systems in place for children to express their views and give feedback. Ultimately, all systems and processes will have the best interests of the child at heart. Adults have to be sensitive in how they deal with each child’s feedback because there are times when the child’s wishes cannot be met because it is not in their best interest. In order to maintain the highest levels of trust, the adult must make this clear to the child if what they are asking cannot happen.

This policy lists 4 categories of abuse which may raise concerns:

1. physical abuse
2. emotional abuse
3. sexual abuse and
4. neglect

All academy staff are 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.

**A. Definitions Of Abuse**

**Abuse: a form of maltreatment of a child.**

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may occur during pregnancy, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Significant Harm

‘Significant Harm is any physical, sexual or emotional abuse, neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.’

B. Signs of Abuse

Recognising child abuse is not easy. It is every staff member’s responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home
Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour

**Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

**Controlling behaviour** is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Children who are exposed to domestic abuse and/or violence can be affected by serious, long-lasting emotional and psychological impact.

Further expert advice is available through the NSPCC - UK domestic-abuse signs symptoms effects [https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/](https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/)

Refuge what is domestic violence/effects of domestic violence on children [https://www.refuge.org.uk](https://www.refuge.org.uk)

Safelives: young people and domestic abuse [http://www.safelives.org.uk](http://www.safelives.org.uk)

**11. Dealing with Disclosures**

If a child makes a disclosure, it is each member of staff’s responsibility to inform the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead acting in their absence. It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**5Rs guidance**

- **Receive** - Listen actively, open body language, accept, non judgemental TED (tell, explain, describe)
- **Reassure** - ‘You’ve done the right thing by coming to me’, re-assure child that you have listened and hear what they are saying.
- **Respond** - Tell what you are going to do and do it. Ensure child is ok before leaving.
- **Report** - To the DSL IMMEDIATELY, you MUST back this disclosure up in writing afterwards.
If a child tells about any form of abuse then the following guidance is vital to follow:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask ‘leading questions’ or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard immediately afterwards
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Forms for the recording of information are available from the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Immediately after any disclosure, the staff member must inform the DSL or DDSL and must not deal with any concern themselves if not a DSL or DDSL. Staff may be asked to be Academy Key Workers for children who need support and further monitoring yet this will be a request based upon close working relationships and the needs of the child.

Clear indications or disclosure of abuse must be reported to children’s social care without delay, by the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

Complete the reporting form and hand it directly to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead (Appendix 5????). The DSL/ DDSL may ask for it to be emailed electronically also. NEVER leave it on anyone’s desk for them to ‘find’ as this has to be considered as urgent and maybe requiring immediate responses.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. They can access further professional support if this is felt necessary.

12. Record Keeping

(Appendix 3)

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead feel their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

The Record of Concern is the urgent written evidence from any disclosure or concern. To reiterate, this is the vital written record which must be given to the DSL or DDSL immediately after the concern has been raised. The time period must take priority and allow for the DSL or DDSL to take action whilst you have the child safely with you on your site.
If any member of staff is given any written notes, messages, letters or other evidence this will be attached with the Record of Concern. The Record of Concern includes a Body Map if there is any suspicion of any physical abuse or injury to a child has been reported. **It is not for a member of staff to ask to see injuries reported to them especially if this is in a sensitive place yet the Body Map can be used to record what the child says until someone more qualified can confirm or record suspected injuries more accurately.**

Any member of staff who does not feel confident to complete the Record of Concern is invited to ask for the support of a DSL or DDSL to undertake this role using their verbatim evidence.

The Record of Concern is a running record which can trace all decisions made and actions taken to protect the child, to refer, monitor and request support.

Individual files will be kept for each child: each academy will not keep family files. Child protection records will be stored securely in a central place separate from academic records. This place is usually within the office of leaders. Each academy will notify their staff of where their files are kept if not in the leadership offices. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

**Access to these records by staff other than by the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be restricted.**

General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**

If a child moves from a LLMAT academy, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools.

If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

### 13. Early Help


Any child might benefit from early help yet staff are alert of the potential need for early help for children who:

- are disabled having specific additional needs
- has special educational needs (at any stage)
- is a young carer
  - is showing early signs of abuse and/or neglect
- is showing signs of being drawn into anti-social or criminal behaviour, including such as involvement with gangs and organised crime groups
- is frequently missing or goes missing from home or from care
- has returned home to their family from care
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has family circumstances which presents a challenge for the child such as adult mental health problems, substance abuse
- is privately fostered
What to do if you are worried a child is being abused - Advice for practitioners may be useful (Appendix 6)

14. Specific Safeguarding Issues
All staff will have awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

i. Peer on Peer Abuse and Relationship Abuse (KCSIE 2018 Annex A p83)
All staff recognise that children are capable of abusing their peers. This is called peer on peer abuse and can take many forms. This may manifest through:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or other physical harm
- Verbal abuse
- Bullying including cyberbullying
- Emotional abuse
- Sexual violence and sexual harassment between children of any age – in twos or in groups and may be a group onto 1 child
- Sexting (also known as youth produced sexual imagery)
- Initiating / hazing type violence and rituals

When dealing with such incidents, they will usually, in the first instance be dealt with by the class teacher or a member of the Leadership Team. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead (Headteacher) and in some cases the Local Governing Body before the CEO. The Designated Safeguarding Lead will decide further action including reporting to the Trustees, Local Authority or the police.

To minimize the risk of peer abuse, LLMAT has an ethos of promoting respect, friendship and cooperation in each of its academies. Through assembly time, PSHE, RE and the taught curriculum, children are taught tolerance, empathy and understanding.

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.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults.
The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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.

Some of the following signs may be indicators of child sexual exploitation when children:

- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and regularly miss school or education or do not take part in education.
- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation

iii. Child Criminal Exploitation

County lines criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines criminal exploitation:

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

iv. Honour Based Violence (HBV)

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
Passion and Integrity  
Inclusion and Respect

of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the Designated Safeguarding Lead.

v. Female Genital Mutilation

(KESE 2018 Annex A p80)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequence. In any case or suspected cases of Female Genital Mutilation (FGM) teachers have a mandatory duty to report to police as this is a criminal offence.

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.

Where FGM has taken place, there is a mandatory reporting duty placed on teachers that requires a different approach. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Teachers must report FGM to the Designated Safeguarding Lead as well as the police.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by ‘to discover that an act of FGM appears to have been carried out’ is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at: Mandatory reporting of FGM


FGM Factsheet


Under Section 5B (11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

vi. 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.

LLMAT academies can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges.
School and college staff can contact the Forced Marriage Unit if they need advice or information:

Contact: 020 7008 0151 or email fmu@fco.gov.uk.

vii. Preventing Radicalisation and PREVENT

(KCSIE 2018 Annex A, p81)

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a sensitive part of this LLMAT approach to safeguarding.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

LLMAT treats safeguarding against radicalisation and extremism in the same serious regard as all safeguarding against any other vulnerability. The LLMAT anti-radicalisation policy sets out the beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support. It is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation, extremism and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The main aims of the policy are to ensure that staff are fully engaged and take the potential threats of radicalisation very seriously. Staff need to be extremely vigilant about radicalisation and know how to work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. In order to be effective our practices will include paying due regard to issues known to be going on in local communities as well as at any academy. Staff will be given training to comprehend exactly what is meant by harm and given a comprehensive action plan to follow in the case of any incident.

Each academy has an appointed Deputy Designated Safeguarding Lead with a direct responsibility for becoming as informed and ‘expert’ in dealing with PREVENT issues as is reasonable of academy staff.

The PREVENT duty

All of LLMAT academies are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), 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.

The PREVENT duty is part of LLMAT wider safeguarding obligations.

Designated safeguarding leads and deputy designated leads within responsibility for PREVENT as well as other senior leaders are familiar with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support:

Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.
Educate Against Hate, a website launched by the Her Majesty's Government, has been developed to support and equip school and college leaders, teachers, and parents with information, tools, and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff, and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

LLMAT Academy Designated Safeguarding Lead and the relevant Deputy are aware of local procedures for making a Channel referral. As a Channel partner, it is understood that the DSL may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

vii. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

viii. Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

vix. Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

**Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

**Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual ‘jokes’ or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (each of LLMAT academies will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
• unwanted sexual comments and messages, including, on social media; and
• sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.


15. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. All staff, and especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

Children’s social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. If staff have any concern about a child’s welfare they should act on them immediately following LLMAT child protection policy and speaking to the designated safeguarding lead or their deputy acting in their absence.

Additional information regarding contextual safeguarding is available in the Annex A p75 – 86 relating to:
• Children and the court system
• Children missing from education
• Children with family members in prison
• Child sexual exploitation
• Child criminal exploitation: county lines
• Domestic abuse
• Homelessness
• So-called ‘honour-based’ violence
• Preventing radicalisation
• Peer on peer abuse
• Sexual violence and sexual harassment between children
• Additional advice and support
Appendix 5 includes working hyperlinks for specific safeguarding issues (KCSIE 2018 p86-87)

Abuse
Children and the courts
Children missing from education, home or care
Children with family members in prison
Child Exploitation
County Lines
Child Criminal Exploitation
Domestic Abuse
Female genital mutilation
Online
Private fostering
Radicalisation
Prevent duty guidance
Prevent duty advice for schools
Sexual violence and sexual harassment between children

Bullying
Health and wellbeing
Medical conditions
Fabricated or induced illness
Mental health and behaviour
Drugs
Homelessness
Honour Based Violence
Forced marriage
Sexting
Violence
Gangs and youth violence
Ending violence against women and girls


The use of technology is a significant element of many safeguarding issues. Child Sexual Exploitation, radicalisation, sexual predation are all areas that technology provides a platform for significant harm.

Online safety has considerable breadth of issues categorised into 3 areas of risk:

i. Content being exposed to illegal, inappropriate or harmful material

ii. Contact being subjected to harmful online interaction with other users

iii. Conduct personal online behaviour that increases the likelihood of or causes harm

The Trustees and Local Governing Bodies will LLMAT ensure that

a. LLMAT approach to online safety is followed in each academy
   Appropriate filters and monitoring systems are always in place.

b. LLMAT buying strategy offers specific advice with decisions taken by LLMAT Central Team

c. Review of online safety offers regular updates, awareness and appraisal through use if an external toolkit
   360 safe website toolkit https://360safe.org.uk

d. Regular staff training keeps staff updated to be confident in teaching every child to be safe online users
17. Children Looked After and Previously Looked After Children

The most usual reason for children becoming looked after is as a result of abuse and/or neglect. LLMAT ensures that each academy has a member of staff who has the skills, knowledge and understanding to keep looked after children safe. The named person is included on the first page of this policy.

Information required will include:

- The individual child’s looked after legal status (voluntary with consent of parents, interim or full care order)
- Contact arrangements with birth parents or those with parental responsibility
- Levels of authority delegated to the carer by the authority looking after the child
- Details of the child’s social care worker
- The name of the virtual school head in the authority that looks after the child

Designated teachers will also have responsibility for promoting the educational achievement of looked after children including those who have left care through adoption, special guardianship or child arrangement orders. The designated teacher will have the appropriate levels of training and the relevant qualification and experience.

Private Fostering

The designated Safeguarding Leads and other professionals have a duty to notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority has been or will be notified of the arrangement by the parent or carer. Some of these arrangements may be recent; some may have been in existence for some time as the parent and carer may not be aware that it is a private fostering arrangement, and so not aware of the need to inform the local authority.

What is a private fostering arrangement?
The law states that if a child under the age of 16 (18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more this is known as ‘private fostering’.

This is a private agreement between a parent and another adult and private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child’s family. It is not private fostering when a child is living with a close relative such as a parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage).

Privately fostered children could include:

- Children or young people who are sent to this country for education, health care by their birth parents from overseas
- Teenagers living with a friend’s family because they do not get on with their own family
- Children living with a friend’s family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care
- Children staying with another family because their parents have divorced or separated
- A child from overseas staying with a host family while attending school or overseas students at boarding school who stay with a host family during the holidays

18. Virtual School Head

Virtual School Heads will work with the designated teachers for looked after children to support each academy’s use of the pupil premium plus fund for children looked after. This will focus upon the best way to support progress of any child who is looked after and how to meet the needs systematically identified in their Personal Education Plan. The designated teacher will also work with virtual heads to promote the educational achievement of previously looked after children.
Virtual school heads will also have responsibility for children who have left care through adoption, special guardianship or child arrangement orders. Their primary role is the provision of information and advice to relevant parties.

19. **Children with Special Educational Needs and Disabilities** *(KCSiE 2018 p26)*

LLMAT is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges.

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 disproportionally impacted by things like bullying without outwards showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Each academy will always consider what additional pastoral support is put in place through My Plans and My Plans+ for children with SEN and Disabilities.

20. **Single Central Record** *(KCSIE 2018 p39-49)*

Currently each academy will maintain a single central record of pre-appointment checks on every person who works within the academy with children. This includes supply staff and teacher trainees on salaries.

LLMAT is entitled to maintain one SCR and this will be considered annually and once the Central Staff team includes sufficient numbers from within each academy. All members, trustees and central team staff (permanent or on contracts) will be included on the single central record. The CEO administrative team will be responsible for the LLMAT SCR.

Each SCR will be held electronically with access given to relevant bodies such as LLMAT and Ofsted etc. If the information is printed the SCR will always follow the guidance for protecting data and GDPR regulations. **Each SCR will have an up to date typed list of current staff working in each academy and in what capacity they work in order for external checks to show excellence.** *(The content of each SCR will have the same information and be in line with the requirements of KCSIE 2018 p39-49)*

21. **Disclosures and Debarring Service**

   **A. Referral to Disclosure and Barring Services (DBS)**

All staff who work in LLMAT academies will have an enhanced DBS with barred list check irrespective of when they started within the organisation.

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children. All members and trustees of LLMAT and all Central Team staff will have enhanced DBS with barred list checks as will members of Local Governing Bodies.

   **B. Prohibitions, Directions, Sanctions And Restrictions**

A Teacher Prohibition Order and a Section 128 Direction are two orders from the Secretary of State which prohibit adults from working with children. A person who is prohibited is never allowed to work in any LLMAT academy in any capacity. A person with a S128 Direction cannot take part in any management activity in LLMAT academies so will never be allowed to work as an employee, member, trustee or local governor.

*Checks for prohibition, directions, sanctions and restrictions can be made through the Secure Access Portal via the teacher services web page.*
C. Disqualification By Association

Attention will always be paid to employees who are associated with others who might pose a potential risk to safeguarding children within this DfE guidance: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006?mc_cid=9d138ea96e&mc_eid=1ee965e79a

22. Safer Recruitment And Employment Practices

(See KCSiE p 37)

Useful flowchart Of Disclosure and Barring practices

LLMAT has created a culture of safe recruitment and ensures that every appointments panel at LLMAT or academy level includes someone fully trained in safer recruitment. This is to offer as much chance to prevent people who might pose a risk of harm from working with children or who may also offer any threat to other adults.

The process for all new appointments include the following;

i. declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement

ii. a statement of commitment which says ‘LLMAT and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS + Barring List Clearance, medical clearance and qualification and ID Checks

iii. at least one member of the interview panel who has attended Safer Recruitment Training including one local governor and one LLMAT trustee, CEO or their representative

iv. verify professional qualifications

v. obtain a minimum of two references are gained before interview

vi. Including a suitably deep and searching safeguarding question within the interview

vii. candidates are verified as mentally and physically fit to work including asking questions of this to disabled candidates in interviews

viii. verifying the persons right to work in the UK

ix. verifying that the candidate does not have a section 128 direction made against them,

x. making further checks on anyone who has lived or worked outside the UK

xi. ensure all gaps in employment are fully explored and satisfied at interview

xii. all new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information.

xiii. LLMAT or an academy will always ask for written information about previous employment history and check that the information is complete.

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in ‘regulated activity’.)

If LLMAT or an academy within the Trust has reason to believe that an individual is barred, it is an offence to allow the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

The academy does not have the power to request DBS checks for visitors (for example children’s relatives visiting a sports day) in these occasions the Headteacher / DSL will use their professional judgment on how best to supervise these occasions.
23. What Staff should do if they are concerned about a Colleague’s Behaviour?  (KCSiE Part 4 p49-61)

When anyone has concerns about a staff member or volunteer who may pose a risk of harm to children it is extremely important that every effort is made to maintain confidentiality.

This is referred in the first place to the headteacher (who is also the DSL yet this is not the responsibility of the Designated Safeguarding Lead).

Where there are concerns/allegations about the headteacher or the Chair of the local governing body, this is referred to the CEO of LLMAT who will follow LLMAT Trust procedures.

The CEO will discuss concerns with the named designated officer at the local authority (see first page) and work within the relevant DSCB procedures where appropriate.

For any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated. When an allegation is made it is extremely important that every effort is made to maintain confidentiality

- After any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded
- Allegations that are found to be malicious should be removed from the personnel records
- Children who are found to have made malicious allegations are likely to have breached school behaviour policies; the school should therefore consider the appropriate sanction.

LLMAT will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice.

This all acts as part of the duty of care LLMAT affords all staff.

24. Whistleblowing

All staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failures in the safeguarding and child protection offered to any individual child in any LLMAT academy. Everyone can be assured that such concerns will be taken seriously by the LLMAT CEO and Central Team Executive Leaders.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

Appropriate whistleblowing procedures are suitably reflected in staff training and staff code of conduct and are in place for concerns to be raised with the the LLMAT CEO and Central Team Executive Leaders.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found in LLMAT Whistleblowing Policy

Other advice on whistleblowing https://www.gov.uk/whistleblowing

Staff can call: 0800 028 0285. The email address is help@nscpp.org.uk.
25. Safeguarding in the Curriculum

All children will be taught about safeguarding including online safety. This will be included within the new LLMAT curriculum in an integrated way so that every opportunity is taken to deepen children’s understanding of their entitlement for all adults to keep them safe and what they can do to help themselves be safe.

The curriculum will include Relationships and Sex Education within Personal, Social, Health, Citizenship and Economic Education. The curriculum will also include teaching about such as British values, good behaviour and how to be free from bullying and harassment, radicalisation and extremism and the ‘Pink curriculum’. Online safety will be a very important part of IT teaching. Each area will be taught in an age appropriate way building children’s knowledge on a year-on-year basis to make sure that the learning is secure.

All opportunities will be taken to reinforce learning about safety including assemblies, visitors into academies and experiences to other places.

26. Safeguarding Training

When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

All staff will undergo safeguarding and child protection training including online safety in induction and will not be allowed to start their work without this having been completed.

All staff will receive regular safeguarding and child protection training in order to be regularly updated. This will be at least every September or before the child start as new academic year. This will be in line with the latest government advice.

Staff will also receive update information via email, e-bulletins and staff meetings as required.

DSL and DDSL Training

All safeguarding training is to be centralised so that this produces an economy of scale. It may mean that some DSLs and DDSIs will update their training in a shorter time-frame to bring everyone in line. The training will use a qualified safeguarding training and it will be held in an LLMAT school in order to keep costs lean.

It is the responsibility of each school DSL to make sure that they are working within their job description of KCSIE and to make sure that no-one slips through any net.

Staff Safeguarding Training

The 3-yearly training of all other staff is replaced by annual training and will be held as a safeguarding conference of vital training with expected follow-ups by DSLs in their own academies.

LLMAT Network Training

Each DDSL will take responsibility for keeping different aspects of safeguarding up to date, informed different and in high profile.

These will be LLMAT Network Training intended to regularly train and keep every school updated through each DDSL Safeguarding Champion.

A qualified safeguarding adviser will run a network meetings each half term and these will either be general inviting all DSLs and DDSIs or specific inviting the dedicated DDSL School Champion. From these networks the DSL or School Champion will cascade their learning immediately to their own staff team either in written updates (for minor change or update information) or through further staff training time of ALL STAFF where issues are more urgent. This will be the same in each LLMAT academy and will be decided at the first Network Training session of each academic year.
Network training will be at the end of a school day from 15.00 -17.00 and held in LLMAT schools on a rotating basis. From Network Training each DDSL will be confident to disseminate information to the rest of their staff in their school through regular staff training

**New Staff Induction**

Every July there will be an automatic safeguarding day for all new staff appointed for the following September so that they start at each academy fully prepared and ready to take part in the September update training sessions held with DSL leads in each school.

For staff starting at other times in the school year then the DSL will request staff induction through the central team at LLMAT.

**Termly Safeguarding Audit**

Before LIB 2 of each seasonal term, each DSL will ensure that a fully safeguarding audit has been carried out by the team. This will take the form of a peer review between DSLs and DDSLs and support excellence and consistent practice across all LLMAT academies. Each DSL will write a safeguarding report on strengths and excellent practices as well as next step actions for improvement. This will have a clear timeline to improve before the next audit and is expected to ensure that each academy is driven by the very highest quality practice.

**Staff Support**

It is understood that safeguarding to protect children can be stressful and traumatic. All staff can automatically have opportunities to talk through their anxieties with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead and seek further support as appropriate.

**27. Special Circumstances**

(KCSIE 2018 Annex F p99)

Regulated activities

i. **Children Missing Education**

LLMAT is stringent about school attendance and expects each academy to take the most vigilant approaches to improving the amount of time children come to school. All children will have attendance targets linked to their own levels of coming to school. All instances of unexplained absence will be investigated using Day 1 and Day 2 monitoring to avoid children going missing from education. Children will not be taken off academy roles without sufficient investigation which ensures each child is safe.

LLMAT has a shared approach to Children Missing Education which includes a focus upon any child who have long absences and may be out of the country as well as those children who have attendance which is below 95%.

DFE guidance:

The following academy policies or processes are available on each academy website which are likely to be individual to each academy.

ii. **Educational Visits and Educational Visitors**

iii. **Children with medical needs and administration of medicine**

iii. **Site security - sign in procedures gates open and closing times etc**

iv. **Intimate care**

v. **Physical Intervention**

vi. **Gathering Child’s Wishes, Views and Feedback**
Online Appendices (active hyperlinks)

Appendix 1
KCSiE 2018

Appendix 2
WTSC 2018

Appendix 6
What to do if you're worried a child is being abused
## PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD

<table>
<thead>
<tr>
<th>Name Of DSL</th>
<th>Write the Concern Form (DSL MUST receive a concern in writing)</th>
<th>Local Authority DO/Risk: (For concerns about an Adult/Person in Position of Trust)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy DSLs:</td>
<td>Deliver/Report all concerns to: (add named person)</td>
<td>Contact Details:</td>
</tr>
<tr>
<td>Safeguarding Governor:</td>
<td>DSL reviews concern, identifies level of need and makes a decision about the Next Steps</td>
<td>CEO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision To MONITOR The Concern</th>
<th>Decision To DISCUSS The Concern With Parent/S Carer</th>
<th>Decision to REFER the concern to Early Help Level 2/3 or Children's Social Care (CSC) Level 4</th>
</tr>
</thead>
</table>

- **MONITOR**
  - School worker asked to monitor pupil and feedback to the DSL within an agreed timescale
  - MONITOR

- **DISCUSS**
  - After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker, make an Early Help Assessment, attends allocation meeting or make a referral into CSC Level 4
  - REFER

- **REFER**
  - DSL speaks with Head/Governor and agrees to refer into CSC
  - REFER

**AT ALL TIMES RECORD**
- DSL retains Concern Form/incident details in secure, confidential Safeguarding File
- Contact details for: Children’s Social Care referrals: PREVENT/Channel referrals:

Remember: ANYONE CAN MAKE A REFERRAL IN ADDITION, REPORT DIRECTLY INTO EARLY HELP or CSC.
# Reporting about a Child of Concern

**Name of child:**  
**Date of birth:**  
**Name of reporting staff member:**  
**Date:**  
**Time:**  

<table>
<thead>
<tr>
<th>Internal Academy Reporting to (including date and time)</th>
<th>Concern</th>
<th>External reporting / referral (including date and time)</th>
</tr>
</thead>
</table>
| DSL                                                      |         | LA Designated Officer:  
| Date Time                                                |         | Contact Details:  
| DDSL                                                     |         | Risk:  
| Date Time                                                |         | (concern for person in position of trust)  
| CEO                                                      |         |  
| Date Time                                                |         |  
| Safeguarding governor                                    |         |  
| Date Time                                                |         |  
| Chair of Governors                                       |         |  
| Date Time                                                |         |  

Written report handed to:  
**Date**  
**Time**  

Interview/ discussion with DSL  
**Date**  
**Time**
### DSL Review of Concerns
Identifying level of need and decision about Next Steps

<table>
<thead>
<tr>
<th>Decision to <strong>MONITOR</strong> the concern</th>
<th>Decision to <strong>DISCUSS</strong> the concern with parent/s or carer</th>
<th>Decision to <strong>REFER</strong> the concern to Early Help Level 2/3 or Childrens Social Care (CSC) Level 4</th>
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<tbody>
<tr>
<td><strong>MONITOR</strong></td>
<td><strong>DISCUSS</strong></td>
<td><strong>REFER</strong></td>
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<tr>
<td>Academy Key Worker appointed, agree with DSL what is support, how monitored, what feedback and how child’s views taken and timescale</td>
<td>After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker, make an Early Help Assessment, attends allocation meeting or make a referral into CSC Level 4</td>
<td>Headteacher/DSL agree with CEO to refer to CSC</td>
</tr>
</tbody>
</table>

Remember: ANYONE CAN MAKE A REFERRAL AND CAN REPORT DIRECTLY INTO EARLY HELP or CSC.

DSL retains Concern Form/incident details in secure, confidential Safeguarding File

Contact details for:
- Children's Social Care referrals:
- PREVENT/Channel referrals:
**RECORDING IS VITAL EVIDENCE SO THERE MUST BE A RECORD OF EVERY STAGE**

<table>
<thead>
<tr>
<th>MONITORING ACTIONS WITH OBSERVATIONS</th>
<th>DISCUSSION RECORD</th>
<th>OUTCOME OF REFERRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>including success and further needs of strategies</td>
<td>including with whom, changes to agreements, dates and times</td>
<td>including with whom, agreements, dates and times</td>
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<tr>
<td>Child’s name</td>
<td>Academy</td>
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<tr>
<td>Date of birth</td>
<td>Reporting staff name:</td>
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<tr>
<td>Gender</td>
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<tr>
<td>Class</td>
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<tr>
<td>My Concern/s (please indicate as many as are appropriate)</td>
<td>Date</td>
<td>Time</td>
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<tr>
<td>• Is because an adult has reported concerns to me</td>
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<tr>
<td>• Is because a child has disclosed information to me</td>
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<tr>
<td>• Is a result of something I have seen, heard or believe</td>
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<tr>
<td>• Is because I suspect child abuse</td>
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<tr>
<td>Brief description of the injury:</td>
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<tr>
<th>If the child has given an account of this injury, what did they say?</th>
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<tr>
<th>What was their attitude, feelings and reaction?</th>
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<tr>
<th>If the parent has given an account of this injury, what did they say?</th>
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<table>
<thead>
<tr>
<th>What was their attitude, feelings and reaction?</th>
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</table>
Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child’s social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

• Exact site of injury on the body, e.g. upper outer arm/left cheek.
• Size of injury - in appropriate centimetres or inches.
• Approximate shape of injury, e.g. round/square or straight line.
• Colour of injury - if more than one colour, say so.
• Is the skin broken?
• Is there any swelling at the site of the injury, or elsewhere?
• Is there a scab/any blistering/any bleeding?
• Is the injury clean or is there grit/fluff etc.?
• Is mobility restricted as a result of the injury?
• Does the site of the injury feel hot?
• Does the child feel hot?
• Does the child feel pain?
• Has the child’s body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child’s concern/confidential file
Actions where there are concerns about a child

1. Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1).

2. Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally.

3. Referral (3) made if concerns escalate.

4. Designated safeguarding lead or staff makes referral (3) to children’s social care (and call police if appropriate).

5. Within 1 working day, social worker makes decision about the type of response that is required.

- Child in need of immediate protection: refer to appropriate local authority or NSPCC (5).
- Appropriate emergency action taken by social worker, police officer or NSPCC (5).
- Identify child at risk of significant harm (4); possible child protection plan.
- Identify child in need (4) and identify appropriate support.

6. At all stages, staff should keep the child’s circumstances under review and re-referral if appropriate, to ensure the child’s best interests must always come first.

7. School/college action.

8. Other agency action.

---

(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

(3) Referrals should follow the local authority’s referral process. Chapter one of Working together to safeguard children explains.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to safeguard children.

(5) This could include applying for an Emergency Protection Order (EPO).
Information and support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

<table>
<thead>
<tr>
<th>Organisation/Resource</th>
<th>What it provides</th>
</tr>
</thead>
<tbody>
<tr>
<td>thinkuknow</td>
<td>NCA CEOPs advice on online safety</td>
</tr>
<tr>
<td>disrespectnobody</td>
<td>Home Office advice on healthy relationships, including sexting and pornography</td>
</tr>
<tr>
<td>UK safer internet centre</td>
<td>Contains a specialist helpline for UK schools and colleges</td>
</tr>
<tr>
<td>swgfl</td>
<td>Includes a template for setting out online safety policies</td>
</tr>
<tr>
<td>internet matters</td>
<td>Help for parents on how to keep their children safe online</td>
</tr>
<tr>
<td>parentzone</td>
<td>Help for parents on how to keep their children safe online</td>
</tr>
<tr>
<td>childnet cyberbullying</td>
<td>Guidance for schools on cyberbullying</td>
</tr>
<tr>
<td>pshe association</td>
<td>Guidance and useful teaching resources covering online safety issues including porn and sharing of sexual images</td>
</tr>
<tr>
<td>educateagainsthate</td>
<td>Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.</td>
</tr>
<tr>
<td>the use of social media for online radicalisation</td>
<td>A briefing note for schools on how social media is used to encourage travel to Syria and Iraq</td>
</tr>
<tr>
<td>UKCCIS</td>
<td>The UK Council for Child Internet Safety’s website provides:</td>
</tr>
<tr>
<td></td>
<td>• Sexting advice</td>
</tr>
<tr>
<td></td>
<td>• Online safety: Questions for Governing Bodies</td>
</tr>
<tr>
<td></td>
<td>• Education for a connected world framework</td>
</tr>
<tr>
<td>NSPCC</td>
<td>NSPCC advice for schools and colleges</td>
</tr>
<tr>
<td>net-aware</td>
<td>NSPCC advice for parents</td>
</tr>
<tr>
<td>commonsensemedia</td>
<td>Independent reviews, age ratings, &amp; other information about all types of media for children and their parents</td>
</tr>
<tr>
<td>searching screening and confiscation</td>
<td>Guidance to schools on searching children in schools and confiscating items such as mobile phones</td>
</tr>
<tr>
<td>lgfl</td>
<td>Advice and resources from the London Grid for Learning</td>
</tr>
</tbody>
</table>
### Appendix 5

<table>
<thead>
<tr>
<th>Abuse or safeguarding issue</th>
<th>Linked to guidance / advice</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abuse</strong></td>
<td>What to do if you’re worried about a children being abused</td>
<td>DFE advice</td>
</tr>
<tr>
<td></td>
<td>Domestic abuse: Various information/Guidance</td>
<td>Home Office</td>
</tr>
<tr>
<td></td>
<td>Faith based abuse: National Action Plan</td>
<td>DFE advice</td>
</tr>
<tr>
<td></td>
<td>Relationship abuse: disrespect nobody</td>
<td>Home Office</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>Preventing bullying including cyberbullying</td>
<td>DFE advice</td>
</tr>
<tr>
<td><strong>Children and the courts</strong></td>
<td>Advice for 5-11 year old witnesses in criminal courts</td>
<td>MoJ advice</td>
</tr>
<tr>
<td></td>
<td>Advice for 12-17 year old witnesses in criminal courts</td>
<td>MoJ advice</td>
</tr>
<tr>
<td><strong>Children missing from education</strong></td>
<td>Children missing education</td>
<td>DFE statutory guidance</td>
</tr>
<tr>
<td></td>
<td>Child missing from home or care</td>
<td>DFE statutory guidance</td>
</tr>
<tr>
<td></td>
<td>Children and adults missing strategy</td>
<td>Home Office strategy</td>
</tr>
<tr>
<td><strong>Children with family members in prison</strong></td>
<td>National Information Centre on Children Of Offenders</td>
<td>Barbados + HM Prisons &amp; Probation Service</td>
</tr>
<tr>
<td><strong>Child exploitation</strong></td>
<td>County Lines: criminal exploitation of children and vulnerable adults</td>
<td>Home Office guidance</td>
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<td>Child sexual exploitation: guide for practitioners</td>
<td>DFE advice</td>
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<td>Trafficking: safeguarding children</td>
<td>DFE &amp; Home Office advice</td>
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<tr>
<td><strong>Drugs</strong></td>
<td>Drugs: advice for schools</td>
<td>DFE &amp; HO advice</td>
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<td>Drugs strategy 2017</td>
<td>DFE &amp; HO advice</td>
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<td>Information and advice on drugs</td>
<td>DFE &amp; HO advice</td>
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<td>ADEPIS platform sharing and resources by schools: covering drug &amp; alcohol prevention</td>
<td>Mentor UK</td>
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<tr>
<td><strong>Honour based violence (HBV)</strong></td>
<td>Female genital mutilation: information and resources</td>
<td>DFE, Department for Health and HO statutory guidance</td>
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<td>Female genital mutilation: multi agency statutory guidance</td>
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<td>Forced marriage: information and practice guidelines</td>
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<td>Fabricated or induced illness: safeguarding children</td>
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<td>Rise Above: Free PSHE. Resources on health, wellbeing and resilience</td>
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<td>Sexting: responding to incidents and safeguarding children</td>
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<td>Gangs and youth violence: for schools and colleges</td>
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Passion and Integrity
Inclusion and Respect