



Child Protection and Safeguarding

Policy

Statement of Intent

Chaigeley Educational Foundation is committed to safeguarding and promoting the welfare, both physical and emotional, of every child in school or in care within the foundation.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the trustees, the Principal, the Registered Manager, the Head of Education and the staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and how to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is Jan Barlow, Acting Principal. In the absence of the DSL, child protection matters will be dealt with by Deputy DSL's Lilian Oakes, Anne Oldham and Becky Swift or Designated Governor Chris Zastawny.

1. Definition

1.1. For the purpose of this policy, Chaigeley Educational Foundation (CEF) will define “safeguarding and protecting the welfare of children” as:

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

2. Legal Framework

2.1. This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedom Act 2012
- The Education (School Teacher’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory Guidance

- DfE (2015) “Working together to safeguard children”
- DfE (2016) “Keeping children safe in education”
- DfE (2015) “What to do if you’re worried a child is being abused”
- DfE (2015) “Information sharing”.
- DfE (2016) “Disqualification under the Childcare Act 2006”
- DfE (2015) “The prevent duty”

- HM Government (2014) “Multi-agency practice guidelines: Handling cases of Forced Marriage”

3. Roles and responsibilities

3.1. The trustees has a duty to:

- Ensure that CEF complies with its duties under the above child protection and safeguarding legislation
- Guarantee that the policies, procedures and training opportunities in the CEF are effective and comply with the law at all times.
- Guarantee that the CEF contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- Confirm that the CEF’s safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures established by the local safeguarding children board (LSCB).
- Comply with its obligations under section 14B of the Children Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the trustees is nominated to liaise with the Local Authority and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Principal or another trustee.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior lead responsible for safeguarding arrangements.
- Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder’s job description – there should always be cover for the DSL.
- Make sure that children are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced 24-hour curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

- Guarantee that there are procedures in place to handle allegations against other children.
- Make sure that children's wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual children.
- Guarantee that there are systems in place for children to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated staff member to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated staff member works with the School Business Finance Manager to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the children's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for children who go missing from the foundation site, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the trustees have been subject to an enhanced DBS check.

3.2 The Principal has a duty to:

- Safeguard children's wellbeing and maintain public trust in the foundation.
- Ensure that the policies and procedures adopted by the trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction, and to keep staff updated as to any amendments.

3.3 The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the Local Authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme
- Liaise with SLT to inform safeguarding issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children’s Social Care if the situation does not appear to be improving.
- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Work with the trustees to ensure the CEF’s Child Protection and Safeguarding policy is reviewed annually and the procedures are updated regularly.
- Ensure the CEF’s Child Protection and Safeguarding Policy is available publicly, and parent/carers are aware that the foundation may make referrals for suspected cases of abuse or neglect, as well as the role the foundation plays in these referrals.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a child’s child protection file is copied when transferring to a new establishment.
- Be available at all times to discuss any safeguarding concerns. **NB.** The foundation will determine what “available” means, e.g. it may be appropriate to be accessible by other means such as phone or Skype.

3.4 Other staff members have responsibility to:

- Safeguard children’s wellbeing and maintain public trust in the teaching/care profession as part of their professional duties.
- Provide a safe environment in which children can learn and live.
- Maintain an attitude of “it could happen here” where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process, in undertaking an early help assessment, where necessary.

- Be aware of, and understand, the process for making referrals to Children’s Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children’s Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interests of the child.
- Follow the CEF’s procedure for, and approach to, preventing radicalisation as outlined in the Prevent Policy.

4. Inter-agency working

- 4.1. CEF contributes to inter-agency working as part of its statutory duty.
- 4.2. The school will work with Children’s Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support. Early Help training has been completed by some of the Safeguarding team.
- 4.3. The foundation recognises the importance of information sharing between professionals and local agencies in order to effectively meet children’s needs.
- 4.4. In light of the above, staff members are aware that whilst the GDPR 2018 places a duty on establishments to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the child being placed at risk of harm.
- 4.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of children.
- 4.6. The foundation also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5. Abuse and neglect

- 5.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- 5.2. All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender-based violence, sexual assaults and sexting.

- 5.3. All staff will be aware of the actions involving peer-on-peer abuse and the necessary procedures to follow to prevent such abuse, as outlined in the foundation's [Anti-Bullying Policy](#).
- 5.4. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put children in danger.

6. Types of abuse

- 6.1. **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institution or community setting by those known to them, or, more rarely, by others e.g. via the internet.
- 6.2. **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child
- 6.3. **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 6.4. **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 6.5. **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

7. Female genital mutilation (FGM)

- 7.1 For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal or the external female genitalia, or any other injury to the female genital organs.
- 7.2 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

- 7.3 All staff are personally required to report to the police any discovery whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. In such cases, local safeguarding procedures will be followed.
- 7.4 There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the child.
- 7.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.
- 7.6 **Indicators that may show a heightened risk of FGM include the following:**
- The position of the family and their level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from personal, social and health education (PSHE)
- 7.7 **Indicators that may show FGM could take place soon:**
- The risk of FGM increases when a female family elder is visiting from a country of origin.
 - A girl may confide that she is to have a “special procedure” or a ceremony to “become a woman”.
 - A girl may request help from a member of staff if she is aware or suspects that she is at immediate risk.
 - A girl, or a family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- 7.8 It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 7.9 **Indicators that FGM may have already taken place include the following:**
- Difficulty walking, sitting or standing.
 - Spending longer than normal in the bathroom or toilet
 - Spending longer periods of time away from a classroom during the day with bladder or menstrual problems.
 - Prolonged or repeated absences from school followed by withdrawal or depression.
 - Reluctance to undergo normal medical examinations.
 - Asking for help, but not being explicit about the problem due to embarrassment or fear.
- 7.10 Staff will not examine children, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless

the member of staff has a good reason not to, they should also consider and discuss any such cases with the DSL and involve Children's Social Care as appropriate.

- 7.11 FGM is also included in the definition of "honour-based" violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 7.12 All forms of HBV are forms of abuse, and will be treated and escalated as such.
- 7.13 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

8. Forced marriage

- 8.1. For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other forms of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.
- 8.2. As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to the following:
 - Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
 - Showing signs of mental health disorders and behaviours with low self-esteem.
 - Displaying a sudden decline in their educational performance, aspirations or motivation.
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early.
- 8.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

9. Child sexual exploitation (CSE)

- 9.1. For the purpose of this policy, "**child sexual exploitation**" is defined as: a form of sexual abuse where children are sexually exploited for money, power or status.
- 9.2. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.
- 9.3. CEF has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

1. Identifying cases

Staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late

- Regularly missing from lessons or the cottages.
- Appearing with unexplained gifts and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying changes in emotional wellbeing.
- Misusing drugs or alcohol

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the relevant Local Authority using the Mcseto referral process.

3. Support

School adheres to the Pan Cheshire Safeguarding procedures for all its user authorities. The Local Authority will then handle the matter to its conclusion. The Foundation will cooperate as needed.

10. Preventing radicalisation

- 10.1. Protecting children from the risk of radicalisation is part of the foundation's wider safeguarding duties.
- 10.2. CEF will actively assess the risk of children being drawn into terrorism.
- 10.3. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- 10.4. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The foundation will work with the LSCB as appropriate.
- 10.5. The foundation will ensure that they engage with parent/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the foundation will assist and advise family members who raise concerns, and provide information for support mechanisms.
- 10.6. Any concerns over radicalisation will be discussed with a child's parent/carers unless the foundation has reason to believe that the child would be placed at risk as a result.

Training

- 10.7. The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

10.8. Indicators of an identity crisis

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

10.9. Indicators of personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging.

10.10 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

10.11 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

10.12 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making judgement

- 10.13 When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?

- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child employed any methods to disguise their identity?
- Does the child display lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

10.14 **Critical indicators include where the child is:**

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.

- Joining extremist organisations.
- Making significant changes to their appearances and/or behaviour

- 10.15 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.
- 10.16 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel Programme

- 10.17 Safeguarding children is a key role for both the foundation and the Local Authority, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.
- 10.18 In cases where the foundation believes a child is potentially at serious risk of being radicalised, the Principal or DSL will contact the Channel programme.
- 10.19 The DSL will also support staff making referrals to the Channel programme.
- 10.20 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- 10.21 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from CEF.
- 10.22 The delivery of the Channel programme may often overlap with the implementation of the Local Authorities or foundation's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

- 10.23 Chaigeley Educational Foundation will:
- Promote a safe environment for debating controversial issues.
 - Promote fundamental British values, alongside children's spiritual, moral, social and cultural development.
 - Allow children time to explore sensitive and controversial issues.

- Provide children with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip children to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach children about how democracy, government and law making/enforcement occurs.
- Teach children about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

10.24 Chaigeley Educational Foundation will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helping (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

11. A Child missing from education

- 11.1 A child going missing from school is a potential indicator of abuse or neglect and, as such these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 11.2 Staff will monitor children that go missing from school, particularly on repeat occasions and report them to the DSL following normal safeguarding procedures.
- 11.3 CEF will inform the Local Authority of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
- 11.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 11.5 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parent/carers when any changes occur.
- 11.6 Staff will monitor pupils who do not attend the school.
- 11.7 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the pupil's file
- The full name of the parent/carer with whom the pupil will live
 - The new address

- The date from when the pupil will live at this address
- 11.8 If a parent/carer notifies the school that their child will be attending a different school, or is already registered with a different school, the following information will be recorded on the pupil's file:
- The name of the new school.
 - The date on which the pupil first attended, or is due to attend, that school
- 11.9 CEF will liaise with the Local Authority regarding the change of school, and that this pupil will be deleted from the admissions register and the reasons for the change of school e.g.
- Have been taken out of the school by their parent/carers and are being educated outside of the national education system e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance from the premises.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 11.11 The school will also remove a pupil from the admissions register where the school and Local Authority has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 11.12 The school will work with the Local Authority to establish methods of making returns for pupils back into school.
- 11.13 The school will highlight to the Local Authority where they have been unable to obtain necessary information from the parents/carers e.g. where an address is unknown.
- 11.14 The school will also highlight any other necessary, contextual information, including safeguarding concerns.

12. Concerns about a child

- 12.1 Concerns about a child do not include those in immediate danger and so must be handled differently.
- 12.2 If a staff member has any concerns about a child, they will raise this with the DSL or, if necessary, refer the case to specialist or early help services.
- 12.3 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 12.4 The Local Authority will discuss what action is to be taken and will notify the foundation.

- 12.5 Staff/DSL are required to monitor a referral if they do not receive information from the Local Authority regarding what action is necessary for the child.
- 12.6 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child.
- 12.7 If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered.
- 12.8 All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the DSL's office.
- 12.9 If a child is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.
- 12.10 Where there are safeguarding concerns, the foundation will ensure that the child's wishes are always taken into account, and that there are systems available for children to provide feedback and express their views.
- 12.11 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

13. Concerns about staff members and safeguarding practices

- 13.1 If a staff member has concerns about another member of staff then this will be raised with the Principal or SLT.
- 13.2 If the concern is with regards to the Principal, this will be referred to the Chair of Trustees.
- 13.3 Any concerns regarding the safeguarding practices at Chaigeley Educational Foundation will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 13.4 If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 13.5 Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff policy.

14. Allegations of abuse against other pupils.

- 14.1 All staff will be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up".
- 14.2 The foundation is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and

boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

- 14.3 All allegations of abuse made against other children and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the foundation's Anti-Bullying and Harassment Policy.
- 14.4 the DSL will be informed of any allegations of abuse against other children, who will record the incident in writing and decide what course of action is necessary, with the best interests of the child in mind at all times.
- 14.5 If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police.
- 14.6 The DSL will decide which safeguards, if any, are necessary for the child, e.g. counselling support or immediate protection.
- 14.7 In all cases, parent/carers will be informed of the incident and how it is being managed, unless doing so would put the child at further risk of harm.
- 14.8 In order to prevent peer-on-peer abuse, the foundation will educate children about abuse, its forms, the importance of discussing any concerns and respecting others, through the 24-hour curriculum, assemblies and PSHE lessons regularly.
- 14.9 The foundation will also ensure that children are taught about safeguarding, including online safety, as part of a broad and balanced 24-hour curriculum and in PSHE lessons, sex and relationship education (SRE) and group sessions.

15. Online safety

- 16.1 CEF will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the foundation's Internet Acceptable Use Policy.
- 16.2 The use of mobile phones by staff and children is closely monitored by the foundation, in accordance with the Mobile Phone Policy (Staff) and Mobile Phone Acceptable Use Policy (Pupils) Policy.
- 16.3 The foundation will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions to what children can be taught regarding online teaching.

16. Safer recruitment

- 16.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in "regulated activity" if, as a result of their work, they:
 - Are responsible on a daily basis for the care or supervision of children.

- Regularly work in the foundation at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

16.2 The Head of Admin & HR will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons none available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issue by the Secretary of State, using the Teacher Services' System.
- Verifying the candidate's mental health and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out in the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

16.3 An enhanced DBS certificate and barred list check will be obtained for candidates before starting work at Chaigeley Educational Foundation. An outline update check may be undertaken through the DBS update service if an applicant has subscribed to it.

16.4 An enhanced DBS check will be carried out for each member of the trustees.

16.5 The foundation will refer to the DBS anyone who has harmed a child, poses a risk to harm a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

16.6 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

16.7 An enhanced DBS check may be requested for anyone working in the foundation that is not in regulated activity, but not with a barred list check.

16.8 All employees will have an enhanced DBS with barred list information check.

16.9 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

16.10 The last employer reference will be obtained and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment and employment subject to satisfactory further references.

16.11 Two references including the last employer reference will be sought on all short-listed candidates, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

16.12 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for the post.

16.13 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

16.14 No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

16.15 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

16.16 The foundation will ensure that policies and procedures are in place to protect children from harm during work experience placements.

16.17 The foundation will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

16.18 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

16.19 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

17. Single Central Register (SCR)

17.1 The foundation keeps a SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at Chaigeley

17.2 The following information is recorded on the SCR:

- An identity check
- A barred list check

- An enhanced DBS check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

17.3 For supply staff, the foundation will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

17.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

18. Training

18.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated and will be in line with advice from the LSCB.

18.2 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

18.3 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the foundation.

18.4 The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

18.5 The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

18.6 The deputy DSL and the safeguarding governor will also undergo the same training as the DSL and, therefore, will be trained to the same standard though ultimately, the DSL will lead safeguarding practices at the foundation.

19. Monitoring and review

19.1 This policy is reviewed annually by the designated safeguarding lead and the trustees.

19.2 Any changes made to this policy by the above will be communicated to all members of staff.

19.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Source: Personnel	Date: 27/11/2017	Review: 11/2018
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