



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

The South West Essex Community Education Trust comprises of:

- Chadwell St Mary School
- Deneholm Primary School
- Stifford Clays Primary School
- William Edwards School

**Name of
Policy:**

**SAFEGUARDING POLICY (with Department for
Education paper 'Keeping Children Safe in
Education' September 2016)**

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**Approval
Signature:**

Chair of the Board

Date:

Chair of the Trust _____

Date:

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1. Statement of intent

SWECET is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

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 safe 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 child that has been subject to abuse.
- Ensuring that members of the Trust board, local governing body, the headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The designated safeguarding leads are;

Deneholm Primary School	Sue Basnett
Stifford Clays Primary School	Anthony Peltier
Chadwell St Marys	Julie Donnelly
William Edwards School	Miss C Grime

In the absence of the designated safeguarding lead, child protection matters will be dealt with by;

Deneholm Primary School	Caroline Turner (DHT)
Stifford Clays Primary School	Ian Broyd (DHT) Jo Fisher (AHT/SENCo)
Chadwell St Marys	Michael Nunn (DHT) Heather Billins (SENCo)
William Edwards School	Mr T Parker

Signed by:

_____ CEO

Date: _____

2. Definition

1.1. For the purpose of this policy, SWECET 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.

3. Legal framework

2.1. This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

Legislation

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012
- School Staffing (England) Regulations 2009, as amended
- Education (Independent School Standards) (England) Regulations 2015
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2015, as amended
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003

Statutory guidance

- DfE (2016) 'Working Together to Safeguard Children
- DfE (2015) 'Keeping Children Safe in Education
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing advice for safeguarding practitioners'
- DfE (2015) 'Disqualification under the Childcare Act' 2006
- DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'

4. Roles and responsibilities

3.1. The **Trust Board** has a duty to:

- Trust board would require local GBs to appoint safeguarding governors.
- Ensure the safeguarding Trust member works with the local governing body link governor for safeguarding, to guarantee they effectively discharge their duties.
- Ensure that the schools complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the schools are effective and comply with the law at all times.
- Ensure that the schools contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2016'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA 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's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the board of Trustees is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against a headteacher, local governors or Trust member.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced 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.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 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 the child'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.
- Appoint a designated teacher to promote the educational achievement of looked after children and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep looked after children safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, 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 governing body have been subject to an enhanced DBS check.

3.2. The **headteacher** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the local governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

3.3. The **designated safeguarding lead** has a duty to:

- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the CEO to inform him of safeguarding issues, especially ongoing enquiries under section 47 of the Children's 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.
- Have a working knowledge of how LAs 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/or 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 local governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly and parents/guardians are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.

3.4. **Other staff members** must:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.

- If at any point there is a risk of immediate serious harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- The school works in partnership with the LA's Channel Panel to assess the extent to which individual pupils are at risk of being drawn into terrorism.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Anti-Terrorism Policy.

5. Female genital mutilation (FGM)

- 4.1. All staff must 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 must share this information with social care or the police.
- 4.2. 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.
- 4.3. 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.
- 4.4. The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- 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).

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 teacher if she is aware or suspects that she is at immediate risk.
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- 4.5. 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. Indicators that FGM may have already taken place include:
 - Difficulty walking, sitting or standing.
 - Spending longer than normal in the bathroom or toilet.
 - Spending long 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.
 - 4.6. If a member of staff has a concern, they should activate local safeguarding procedures.

- 4.7. As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.
- 4.8. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

6. Child sexual exploitation (CSE)

- 5.1. CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.
- 5.2. 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.
- 5.3. SWECET has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

School 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 lessons
- 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

Step two – 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 LA.

Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

7. Preventing radicalisation

- 6.1. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- 6.2. Schools will actively assess the risk of children being drawn into terrorism.

6.3. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

6.4. 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 Panel. The school will work with the LSCB as appropriate.

Training

6.5. All designated safeguarding lead 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 designated safeguarding lead 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

6.6. Indicators of an identity crisis:

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

6.7. Indicators of a 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

6.8. 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

6.9. Indicators of vulnerability through unmet aspirations:

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

6.10. Indicators of vulnerability through criminality:

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

Making a judgement

6.11. 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, etc.)?
- 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 is 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 travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a 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, 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?

6.12. 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 appearance and/or behaviour.

6.13. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

6.14. The designated safeguarding lead 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 Panel, in the first instance.

Channel Panel

- 6.15. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of a Channel Panel. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.
- 6.16. In cases where the school believes a pupil is potentially at a serious risk of being radicalised, the headteacher or safeguarding lead must contact the LA's Channel Panel.
- 6.17. The Channel Panel 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.
- 6.18. The panel 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 the Trust
- 6.19. The delivery of the Channel may often overlap with the implementation of the LA's or school'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.

ICT policy

- 6.20. SWECET will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

Extremist speakers

- 6.21. The Lettings Policy prevents speakers who may promote extremist views from using the school premises.

Building children's resilience

- 6.22. School will:
- Provide a safe environment for debating controversial issues.
 - Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
 - Allow pupils time to explore sensitive and controversial issues.
 - Provide pupils 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 pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
 - Teach pupils about how democracy, government and law making/enforcement occurs.
 - Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

- 6.23. Schools will utilise the following resources:
- The LSCB
 - Local police (contacted via 101 for non-emergencies)

- The DfE's dedicated helpline (020 7340 7264)

8. A child missing from education

7.1. A child going missing from school is a potential indicator of abuse and neglect.

7.2. Staff will monitor children that go missing from the school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

7.3. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- 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.

7.4. Schools will inform the LA 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.

9. Safer recruitment

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

Pre-employment checks

8.2. The governing body 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 is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.

- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.
- Verifying the candidate's mental 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.
- Verifying 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 on 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.
- Verifying professional experience and qualifications as appropriate.

8.3. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

8.4. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

8.5. An enhanced DBS check will be carried out on for each member of the governing body.

8.6. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to 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.

Barred list check

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

8.8. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

8.9. 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

8.10. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

8.11. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

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

- 8.13. Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school.
- 8.14. 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

- 8.15. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- 8.16. 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.
- 8.17. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- 8.18. Schools will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 8.19. Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- 8.20. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 8.21. Schools will ensure that policies and procedures are in place to protect children from harm during work experience placements.
- 8.22. School will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 8.23. 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.

Administration and records

- 8.24. The school will set up and maintain a single central record showing whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:
- An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - Further checks on people living or working outside the UK
 - A check of professional qualifications
 - A check to establish the person's right to work in the UK

- 8.25. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.
- 8.26. 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.

9. Staff suitability

- 9.2. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹
- 9.3. A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
 - Have committed certain offences.
 - Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).
- 9.4. All staff members are required to sign the declaration provided in [Annex A](#) confirming that they are not disqualified from working in a schooling environment.
- 9.5. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

10. Training

- 10.1. Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions.
- 10.2. The designated safeguarding officer will undergo updated child protection training every two years.
- 10.3. The SLT and all staff members will undergo child protection training annually.

11. Reporting

- 11.1. Staff members should raise any concerns that they may have about a child with the designated safeguarding lead, including situations of abuse which may involve other staff members.
- 11.2. The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.
- 11.3. The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.
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- 11.4. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- 11.5. 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 should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.
- 11.6. A child will immediately be referred to MASH if there is a risk of immediate serious harm to the child.

12. Private Fostering

- 12.1. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).
- 12.2. Every local authority has a legal duty to ensure that any child or young person is safe, well looked after and does not come to any harm in a private fostering arrangement, by making sure that he/she and their carer are visited regularly and where necessary offered advice and support. Support could be in the form of financial help in certain cases and/or information about any local support networks for carers. Carers may be able to claim additional benefits from the appropriate benefits agencies.

What you must do

The law requires you to notify Thurrock Children's Services of:

- 12.3. a child is going to stay with someone who is not a close relative for 28 days or more, or
- 12.4. a parent is known to be looking after someone else's child for 28 days or more
- 12.5. If you know someone in a personal or a professional capacity schools are also required to notify the local authority of someone who is going to be privately fostering or has started privately fostering a child or young person.

13. Managing allegations against other pupils

Safeguarding allegations

- 13.1. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- 13.2. is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- 13.3. is of a serious nature, possibly including a criminal offence
- 13.4. raises risk factors for other pupils in the school
- 13.5. indicates that other pupils may have been affected by this student
- 13.6. indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- 13.7. violence, particularly pre-planned
- 13.8. forcing others to use drugs or alcohol

Emotional Abuse

- 13.9. blackmail or extortion
- 13.10. threats and intimidation

Sexual Abuse

- 13.11. indecent exposure, indecent touching or serious sexual assaults
- 13.12. forcing others to watch pornography or take part in sexting

Sexual Exploitation

- 13.13. encouraging other children to attend inappropriate parties
- 13.14. photographing or videoing other children performing indecent acts
- 13.15. In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

- 13.16. On occasion, some students will present a safeguarding risk to other students. The Headteacher should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

- 13.17. The pastoral lead will ensure an individual risk management plan is written so that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

- 13.18. If an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) must be informed.
- 13.19. A factual record must be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- 13.20. The DSL will contact the MASH team to discuss the case. The DSL will follow through the outcomes of the discussion and make a CAF referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- 13.21. If the allegation indicates a potential criminal offence has taken place, the police must be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- 13.22. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- 13.23. Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.
- 13.24. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- 13.25. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

14. SEND

Children with SEND are three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognitive and learning. Additional barriers can exist when recognising abuse and neglect in this group. We recognise:

- 14.1. Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explorations;
- 14.2. Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing and signs; and

- 14.3. Communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse.

Communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse. We recognise that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best understand their condition and difficulties should support them throughout an investigation. All staff are trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional safeguarding training.

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

15. Allegations involving school staff/volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- 15.1. Behaved in a way that has, or may have harmed a child
- 15.2. Possibly committed a criminal offence against/related to a child
- 15.3. Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

What school staff should do if they have concerns about safeguarding practices within the school

- 15.4. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- 15.5. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff Code of Conduct policies, are in place for such concerns to be raised with the schools senior leadership team.
- 15.6. If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about a Headteacher or CEO, this should be referred to the chair of the Trust.
- 15.7. In the event of allegations of abuse being made against the Headteacher, and a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

- 15.8. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

LADO Safeguarding and Child Protection Coordinator, CEF Directorate

Civic Offices,
New Road, Grays,
Essex, RM17 6SL

01375 652732

Police Child Abuse Investigation Team

01277 266822

or

Call 999 if you are concerned a child needs immediate protection

16. Support for Staff who encounter this form of abuse in their work with pupils

- 16.1. Counsellors are employed by William Edwards School and Stifford Clays Primary School. This support is open to children and adults.
- 16.2. All staff have access to adults support and counselling services via Essex Occupational Health Service

Self-referral Service
Staff Counselling Service
03330 133267 (24 hour answer phone service)
counselling@essex.gov.uk

Annex A – Staff disqualification declaration

Name of School:	
Name of Staff Member	Position

Orders and other restrictions	Circle one option
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> • Any offence against or involving a child (person under the age of 18)? 	Yes/No
<ul style="list-style-type: none"> • Any violent or sexual offence against an adult? 	Yes/No
<ul style="list-style-type: none"> • Name of Staff Any offence under the Sexual Offences Act 2003? 	Yes/No
<ul style="list-style-type: none"> • Any other relevant offence? 	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
Disqualification by association	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
Provision of information	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

