



Safeguarding and Child Protection Policy-Staffordshire Schools 2019/20

Document Control

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Introduction

The Arthur Terry Learning Partnership (ATLP) is totally committed to safeguarding and promoting the welfare of children. We recognise that this is the responsibility of everyone and we all, staff and visitors, have an important role to play.

We fully understand the role we play in safeguarding the youngest and perhaps most vulnerable members of our community and how through good multi agency working we can help protect those too young to protect themselves.

We fully understand that as a Learning Partnership we must have regard to current legislation when carrying out duties to safeguard and promote the welfare of children.

It is the role of the governing body of each school to ensure that the appropriate mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in current legislation with regard to safeguarding children.

We firmly believe that:

- All children have the right to be protected from harm.
- Children need to feel safe and to be safe in our schools.
- We can contribute to the prevention of abuse including physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views and risk-taking behaviour.
- Children need support that matches their individual needs, including those who may have experienced abuse.

The ATLP schools will fulfil local and national responsibilities as laid out in the latest editions of the following documents:

- Working together to Safeguard Children (DfE)
- Keeping Children Safe in Education 2019: statutory guidance for schools and colleagues (DfE)
- The Procedures of The Stoke on Trent and Staffordshire Children's Safeguarding Board
- The Children Act
- The Education Act
- Dealing with Allegations of Abuse
- Teachers Standards
- Prevent Duty
- FGM Duty
- Guidance for safer working practice for those working with children and young people in education settings
- Staffordshire Early Help
- Children Missing from Education
- Sexting in Schools and Colleges
- GDPR
- Mental health & Behaviour in Schools
- Criminal Exploitation and Gang Affiliation

- Early Years Foundation Stage

This policy will be reviewed regularly and may be revised and updated. For this reason, ATLP will formally approve this policy on an annual basis but will then authorise Sue Bailey and Nicky Lawton to accept updates on matters of detail between reviews. They will ensure staff are made aware of these changes.

The details of these changes should be listed in the codicil insert at the end of the policy.

Overall aims:

This policy represents an amalgamation of the ATLP Safeguarding and Child Protection Policies. As such and in line with Keeping Children Safe in Education 2019 it is an overarching policy. Each school will follow will the agreed inter- agency procedures for effective child protection put in place by their local safeguarding board. In this case the overarching policy reflects those procedures of the Stoke on Trent and Staffordshire Children's Safeguarding Board (SCSB) <http://www.staffsscb.org.uk> Further guidance can also be found in Appendix One: Protecting Children from Significant Harm and will contribute to the safeguarding of our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and children.
- Developing staff awareness of the causes of abuse and alerting staff to signs and symptoms and ensuring staff know what to do if they suspect abuse.
- Encouraging children and parental participation in practice.
- Addressing concerns at the earliest possible stage and thereby reducing potential risks to students. This will involve the use of the Early Help process as defined by the Stoke on Trent and Staffordshire Children's Safeguarding Board.

This policy will contribute to the protection of children within our schools by:

- Implementing child protection policy and procedures.
- Working in partnership with children, parents and agencies.
- Contributing to the establishment of a safe, resilient and robust ethos in our schools, built on mutual respect and shared values.
- Implementing safer recruitment practices.
- Ensuring the Single Central Record (SCR) is compliant with current legislation with particular reference to Section 128 checks, proof of address checks and EEA status.
- Establishing a mechanism that enable the chair of governors or safeguarding governor to monitor the SCR and implement any action where appropriate.
- Including appropriate work within the curriculum.

This policy will contribute to supporting our children by:

- Identifying and protecting the most vulnerable.
- Identifying individual need where possible.
- Designing plans to meet needs.

- Offering appropriate support to individual children who have experienced abuse, abused others or act as young carers.

To further support and protect our children we will:

- Appoint a member of our governing body to take lead responsibility for safeguarding in each school.
- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse at an early stage in line with the Early Help Strategy.
- Respond quickly and effectively to cases of suspected abuse in all its forms.
- Monitor and support children at risk.
- Continue to use the curriculum to raise children's awareness, build confidence and skills.
- Work closely with parent/carers and support external agencies.
- Ensure that all adults within our school who have access to children have been checked as to their suitability and are aware of our children protection procedures via training.
- Encourage self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying.
- Promote a caring, safe and positive environment within the school.
- Provide continuing support to a child about whom there have been concerns, who then leaves the school, and ensure that appropriate information is forwarded under confidential cover to the child's new school.
- Ensure we have a rigorous and robust systems in our schools to ensure the appropriate monitoring of the use of the internet and offer training and education to staff, children and parents to keep them safe from potentially harmful online material.

Key Messages

- Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility. This means they should consider, at all times, what is in the best interest of the child.
- Child abuse happens everywhere – **Notice things! Develop your 'professional curiosity'.**
- **Be alert to the signs and symptoms of abuse**
- If you have concerns about a child share **the concern with the Designated Safeguarding Lead (DSL) in person and at the earliest opportunity.**
- Do not rely on emails, memos or voicemail.
- Always consider the worst-case scenario.
- We have a responsibility to report, record, monitor and support.
- Know and follow the child protection procedures.
- There will never be a convenient time, but you must pass your concern on.
- Keep accurate records.

Key principles

Our aim is to follow the key principles of child protection work, as stated by Stoke on Trent and Staffordshire Children's Safeguarding Children Board in Staffordshire Early Help Guidance documents. These can be accessed at the following links on the Stoke on Trent and Staffordshire Safeguarding Children's Board website www.staffssscb.org.uk

Families First Guidance Documents

Thresholds and Early Help Guidance

This policy also extends to any establishment we commission to deliver education to our students on our behalf including alternative provision. We will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought that the appropriate risk assessments are completed, and ongoing monitoring is undertaken.

- Always see the child first
- Never do nothing
- Do with, not to, others
- Do the simple things better
- Have conversation, build relationships
- Outcomes not outputs

The Stoke on Trent and Staffordshire Children's Safeguarding Board has also identified the following key messages that underpin this policy.

Every child is entitled to a rich and rounded curriculum. Governance is corporate, and decisions are collective, but individual governors can and should take the lead on specific aspects of school work, including safeguarding. When issues arise the headteacher will address them using internal processes and the escalating of them if necessary.

Contextual Safeguarding

We recognise the importance of considering the context of our school to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children in our local environment.

Key processes

All staff members will receive annual safeguarding training and regular updates as appropriate to enable them to be aware of the systems within their school which support safeguarding. Key staff will undertake more specialist training. All staff, upon induction must have the following policies and procedures explained to them. This should include:

- Safeguarding policy to include Protecting Children from Significant Harm
- Staff behaviour policy including Guide to Safer Working Practice
- Information about the role of the DSL

All staff must familiarise themselves with the context of these policies and seek further clarification if unsure.

Staff will read 'Guidance for safer working practice for those working with children and young people in education settings' and be able to make clear the difference between a 'concern' about a child in 'immediate danger of risk or harm' and the appropriate response as in line with Thresholds and Early Help Guidance (SCSB).

All staff **must** read 'Keeping Children Safe in Education 2019 Part One' and Annex A and sign to acknowledge they have read and understand this document along with the Guide to Safer Working Practice. Further support is available if required from DSL's in school.

Advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 email: esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force coordinator : Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk
- Counter Terrorism Unit Hotline -0800789321
- NSPCC Helpline 0808 800 5000
- NSPCC Whistle Blowing Helpline 0800 0280285

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>

- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk & www.knowaboutcse.co.uk
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000
<https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
www.unicef.org.uk

The ATLP will ensure that:

- All staff and visitors are familiar with and have access to this policy.
- Safeguarding Training and Prevent Training is provided annually, to all staff. Provision will also be made to train those starting during the year. Regular updates will also be given.
- All DSL's attend appropriate refresher training every 2 years.
- Regular supervision will be offered within school, usually half termly. This may be extended to others.
- Opportunities are provided across the partnership for DSL's to meet together, share good practice and offer support to each other.
- This document forms part of the induction process for new staff and that staff are asked to take responsibility for familiarising themselves with this policy.
- All staff are alert to the different types of abuse, signs and indicators of abuse and receive annual training to support their understanding of what constitutes abuse and the process for reporting concerns. Details can be found within the appendices.
- All schools have a series of named DSL's, who are appropriately trained and undertake additional training. These can be found within the appendices.
- All staff are made aware that abuse, neglect and safeguarding issues are complex and can overlap with one another and rarely stand alone
- All staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.
- Appropriately trained staff are involved with the processes of Early Help Process in line with Stoke on Trent and Staffordshire Children's Safeguarding Board and implementation of individual education plans, inter agency child protection plans, child in need plans and integrated support plans (including Early Help Plan) as and when appropriate.
- All follow the procedures for Safer Recruitment with all staff and volunteers.
- All governors are subjected to an enhanced DBS check and are checked against the Teaching Regulations Agency Barred list (Section 128 check).

Along with the headteacher, the Lead DSL will be responsible for co-ordinating all child protection activity. This may include case monitoring and case review. Appropriate records must be kept and recorded in case files.

The ATLP will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only

disclosed to those people who need to know in accordance with the ATLP Policy on GDPR. Staff must understand that concerns around not sharing data should not come before safeguarding a child.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or may be at risk of harm, their duty is to forward this information without delay to the designated person for child protection or a child protection liaison officer, in person.

For additional guidance refer to “Information Sharing: Guidance for Practitioners and managers” (Department for Children, Schools and Families Publications).

The nominated Governor (can be found in appendices) will liaise with the headteacher and the DSL to produce an annual report for governors and the local authority. This will be received by the LGB for each individual school within the Partnership.

The Trust Board will ensure that the ATLP schools:

- Have procedures in place in accordance with the procedures of The Stoke on Trent and Staffordshire Children’s Safeguarding Board.
- Operate, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- Pay special attention to volunteers, including those under the age of 18, and ensures that they are safeguarded and also receive appropriate safeguarding training.
- Ensure that the headteacher and all other staff who work with children undertake training annually and receive regular updates throughout the year.
- Ensure that temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities and are appropriately trained.
- Complete the Annual 175 /157 Safeguarding Audit as required by the Staffordshire Children’s Safeguarding Board, draw up and implement an action plan to address any areas for development that is presented to and reviewed by the governing body.
- Recognise the stressful and traumatic nature of safeguarding and child protection work and will provide opportunities to talk through their anxiety via supervision
- Remedy any deficiencies or weakness brought to its attention without delay whether this be via the audit or feedback from other agencies.
- Have procedures for dealing with allegations of abuse against staff / volunteers and makes these known to all staff.
- Have an appropriate senior member of staff from the leadership team who is the nominated DSL. The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holders job description.

Schools may choose to have one or more deputy Designated Safeguarding Leads. Any deputies should be trained to the same standard as the DSL. However, whilst

the activity of the DSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility remains with the DSL.

During term time the DSL and or deputy should always be available during school hours. Adequate cover should be arranged for any out of hours/out of term activities.

The DSL and any deputies should undergo training to provide them with the knowledge and skills to carry out their role. This training should be updated every two years. In addition to this formal training, other opportunities (DSL networks & courses) should be made available at regular intervals but at least annually. The governing body will appoint a designated teacher for looked after and previously looked after who will promote the educational achievement of these children, be appropriately trained and have the necessary experience to fulfil this role. The designated person will also work alongside the authority to support young people who cease to be looked after and become care leavers.

A member of the governing body (usually the chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the headteacher. All governors must read Part 2 of Keeping Children Safe in Education 2019.

The Trust Board will review this policy annually.

Our role in preventing abuse

ATLP pays full regard to Keeping Children Safe in Education 2019 and follow the procedures laid down for safer recruitment and selection of staff including undertaking appropriate checks through the Disclosure and Barring Service, including enhanced checks where appropriate. The recommendations contained in Keeping Children Safe in Education with regard to enhanced Safer Recruitment should be followed.

ATLP will pay full regard to Keeping Children Safe in Education 2019 in terms of Safer Recruitment, including ensuring that all recruitment material includes reference to our commitment to safeguarding.

At least one member of staff on the interview panel/recruitment process for volunteers will have undertaken the Safer Recruitment Training.

All recruitment material will include specific reference to our commitment to safeguarding and promoting the wellbeing of our pupils.

We will promote opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

Relevant issues will be addressed through the curriculum with a focus on British Values including self-esteem, emotional literacy, relationship education, online safety, sexting and bullying. As such our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the partnership which should ensure all students are treated fairly, feel safe and have a voice and are listened to.

ATLP is aware, following the Government published Prevent Strategy of the specific need to safeguard children, young people and families from violent extremism and the need to ensure all members of staff are trained in this respect annually.

Definition of radicalisation and extremism, plus indicators of vulnerability in radicalisation can be found in Appendix Two. In response to this threat the Senior DSL will be the single point of contact who will co-ordinate any response.

ATLP is also aware of the need to safeguard students who are vulnerable to child sexual exploitation, forced marriage, female genital mutilation, honour-based violence, involvement in gangs, private fostering and trafficking. The need to safeguard children from peer abuse should be recognised. Peer on peer abuse can manifest itself in many ways including sexting and cyber bullying. Staff should also be aware of the different gender issues that might be prevalent when dealing with peer on peer abuse and the importance of promoting healthy relationships.

Additional guidance on sexting, child sexual exploitation, child criminal exploitation, serious violent crime, gangs, county lines, cyber bullying and peer on peer abuse can be found in Appendix One.

Annex A of KCSiE 2019 also includes guidance on 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 (including FGM and forced marriage), preventing radicalisation, peer on peer abuse, sexual violence and sexual harassment between children in schools, upskirting, and the response to a report of sexual violence or sexual harassment.

Annex A also includes the guidance 'Sexting in Schools and College' – responding to incidents and safeguarding young people (UK CCIS 2016). These issues will be addressed through curriculum content and special events.

Additional guidance can be found in Section 4 of The Stoke on Trent and Staffordshire Children's Board procedures (SCSB) <http://www.staffsscb.org.uk>

ATLP is also aware of safe protocols for using mobile phones and cameras in school and must have due regard to the risks from up skirting and voyeurism along with others.

All Early Years settings must follow the guidance for the use of mobile phones detailed in the EYFS document.

ATLP is also aware of the need to monitor Children Missing from Education and those who have Left School No Trace and the inherent risk this can present. This includes the new reporting guidance when a student name is removed from the admission register under any of the 15 grounds set out in the regulations. Our DSL's will work closely with our attendance officers.

ATLP are also aware of the need to notify the Local Authority when a student name is added at a nonstandard transition point (further details available in the guidance).

ATLP are also aware of the need to notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

ATLP are also aware that they must notify the Local Authority of any student who is deleted from the admission register.

ATLP schools will hold 2 or more emergency contact numbers for each student to support our safeguarding processes.

ATLP is also aware of current legislation concerning the statutory requirement to report any suspected cases of FGM to the police. When a teacher suspects or discovers that an act of FGM is going to be or has seen to have been undertaken on a girl under 18, there is a mandatory duty to report this to the police. Failure to report such cases will result in disciplinary sanctions. It is advised that the teacher should consider discussing the situation with the DSL and seek advice/support from Staffordshire First Response unless they have a good reason not to, before a decision is made as to whether it is a case of FGM or not and therefore the mandatory reporting duty applies.

ATLP is also aware of the risks posed to our children by criminal exploitation and gang affiliation and the links to serious violent crime and county lines and will work with other agencies to support these victims and disrupt activity.

ATLP is also aware of the No Platform Policy and will ensure this is adhered to.

ATLP will, when appropriate, share the lessons learned from Child Death Practice Reviews and Homicide reviews.

ATLP is also aware of the new regulations regarding private fostering and the need to report such situations to Staffordshire First Response. A private fostering arrangement is one that is made privately for the care of a child under 16 (under 18 if the child has a disability) by someone other than a parent or immediate family member. The Children's Act defines an immediate family member as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership) available from SCSB Website.

ATLP is also aware of the requirement to notify Staffordshire County Council of any known child death.

ATLP is also aware of the new guidance, Children Who Pose a Serious Risk to Others in school (School Safety Plan) and Keeping Children Safe in Education 2019. ATLP are very much aware of the link between vulnerability and safeguarding. As such it will identify all vulnerable children and put measures in place to offer additional support where appropriate.

ATLP are aware that there are circumstances when it is appropriate for staff in school to use "reasonable force" to safeguard children. This term may cover a range of actions such as breaking up a fight to leading a child to safety. Reasonable, under these circumstances, means using no more force than is needed. Additional advice is available from <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Further details can be obtained from Stoke on Trent and Staffordshire Children's Safeguarding Board website.

Responding to concerns about a child

Dealing with disclosures:

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child, tell him/her you are pleased he/she 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 him/her that you believe them. Children very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his/her fault.
- Encourage the child to talk but do not ask 'leading questions' or press for information.
- Listen and remember.
- Use T.E.D Tell me, explain, describe.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what he/she experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offence.
- Be aware that the child may retract what he/she has told you. It is essential to record all you have heard.
- 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.
- Never take photographs of marks or ask a child to remove any clothing. Staff should always be aware of their own vulnerability and take steps to minimise risk.

NB. It is not staff members' 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. However, it is good practise to use the guidelines in 'Thresholds and Early Help Guidance or equivalent to assist in assessing need as detailed by SCSB.

However, where unmet needs have been identified using such a model, but there is no evidence of significant harm, the DSL will add the name of the young person to the records of children with a safeguarding vulnerability and begin an in-school response in line with Early Help.

If needs continue to be unmet and referrals are not acted upon the Lead DSL should use the process outlined in the SCSB Escalation policy including the press for reconsideration process to ensure the unmet safeguarding needs are addressed and a conclusion is reached.

Determining need –questions to ask yourself:

- Have I considered the whole family? Family context is important.

- Is this family coping?
- Are this child's needs being met?
- Have I ensured that the child has had an opportunity to speak, be heard and listened to?
- What are the relevant factors at the core of the child's needs? Do I have a picture of the family as a whole, their parental capability and environmental factors?
- Have I considered the context in which this child lives?
- Have I used this guide to prompt me to think more clearly and understand the situation?
- Have I considered any previous history of support, service involvement and the current risk and protective factors within the family? Think about what the child's experience really is.
- Am I sure about my understanding of the information? If not, take advice in the first instance from your line manager or your agency's safeguarding advisor.
- Have I discussed my analysis of the identified need with other professionals involved with the child to achieve a more holistic approach?
- Have I discussed my concerns with the child and their family and offered advice and support?
- Have I asked the parents for written consent to my involvement, my assessment and/or referral and to information sharing to help engage services quickly?
- Have I been professionally curious?
- Have I thought about the needs of any siblings?

Immediately afterwards

You must not deal with this yourself.

Clear indications or disclosure of abuse must be reported to Staffordshire First Response without delay, by the headteacher / DSL. These concerns must be recorded, and copies of the referral form filed in line with school procedures as stated in this document.

You must report concerns to the right person and in person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. A disclosure may come in many forms. 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 DSL or headteacher.

If it is felt that the child's needs fall into the Thresholds and Early Help Guidance category of Additional Needs, the DSL will offer and seek advice about an Early Help Assessment. If the concerns are deemed complex and significant this will be referred to Staffordshire First Response Team.

When invited the DSL will participate in a strategy meeting adding school held intelligence to the discussion.

Responding to concerns about a child

1. Where a **school** within the ATLP has concerns about a child, the locally appointed DSL will decide what steps should be taken and should advise the headteacher.
2. Child Protection Information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
3. Each school will ensure child protection records will be stored securely in a central place separate from other records. Files will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation.
4. Access to these records by staff other than by the local DSL will be restricted, and a written record will be kept of who has had access to them, and when, where appropriate.
5. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
6. **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
7. If a child moves from a school within the ATLP, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. **Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted to keep a copy of the chronology sheets for their own records.** Contact between the two schools may be necessary. We will record where and to whom the records have been passed and the date.
8. If sending by post, children's records will be sent by 'Special / Recorded Delivery'. For audit purposes a note of all children's records transferred or received should be kept in either a paper or electronic format, this will include the child's name, date of birth, where and to whom the records have been sent and the date sent and / or received.

Responding to allegations about a member of staff:

(See also Stoke on Trent and Staffordshire Children's Safeguarding Children Board Procedure Managing Allegations against a Person who works with Children and Keeping Children Safe in Education 2019).

1. All child protection allegations relating to staff must be reported directly to the headteacher (and not the DSL) **without informing the subject of the concern/allegation.**
2. Advice should be taken from HR as early as possible.
3. The full evidence will be made available to the member of staff subject of the allegation as soon as it is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
4. In some cases, it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision

to suspend a member of staff is without prejudice and on full pay and is not an indication of any proof or of any guilt. Advice should always be taken from the Human Resources team in this respect.

5. Where a **concern** is raised, or an **allegation** has been made **against the Headteacher/Chief Executive Officer**, it must be **reported immediately to the Chair of Governors/ Chair of the Trust Board as appropriate**. The **Chair of Governors for that School, or the Chair of the Trust Board as appropriate, takes on the role of liaising in confidence with the LADO** in determining the appropriate way forward. Staff may consider discussing any concerns with the schools DSL and make any referral via them.
6. All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. **All staff must adhere to the school's guidance in respect to safe conduct as well as guidance given on professional standards and conduct.** (Reference Teachers' Standards) and the 'Guidance for safer working practices for those working with children and young people in education settings'.

This Includes references to:

- Risk Assessment
- Educational Visits Guidance
- Use of letters, mobile phones, texts, emails and social networking sites
- Acceptable use of IT Policy/E-safety/Social media
- Behaviour policy
- Health and Safety Procedure
- Home Visits/ Lone working
- Visibility in any individual contact with children
- Ensuring parental and managerial consent where individual work with Children is required
- Areas of practice requiring joint work/paired work.
- Any other specific guidance provided by school or national bodies
- Restraint policy /Reasonable force where appropriate
- Intimate care – where appropriate
- Supporting Pupils with Medical Conditions Policy
- First Aid

7. Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should be aware of 'Whistle Blowing' procedures.

Procedures

1. The ATLP adheres to the **Stoke on Trent and Staffordshire Children Safeguarding Board (SCSB) procedures**. Copies of these are kept by headteachers and must be the subject of training and be available to all staff and governors.
2. The headteacher will identify a Designated Safeguarding Lead (DSL) for child protection co-ordination in the school. The headteacher will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained.

3. The DSL will ensure the following reporting and recording procedures are maintained whether this be electronically on My Concern or similar or in paper form as detailed below.
 - Incident report form (catalogued and cross referenced to the incident book).
 - Incident book (hard bound, containing consecutive numbers of referral forms, name of child, name, signature and date of person submitting the form, name, signature and date of DSL receiving the report).
Copies will be kept separate from the child's school records.
4. Phone calls to Staffordshire First Response asking for advice will also be recorded electronically or in the hard-bound book.
5. The Trust Board will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSL, other staff and the governing body, the number of cases referred (without details) and the place of child protection in the curriculum .This function will be delegated to the local governing body for each individual school within the Partnership who will receive the report on behalf of the Trust Board.
6. ATLP should follow the new statutory guidance in Keeping Children Safe in Education 2019 with regard to safer recruitment procedures.
7. In some ATLP school's records will also be held electronically (My Concern).
8. ATLP are also aware of the need to register early help plans where appropriate.

Parents and Carers

This policy will be made freely available to parents via the ATLP and schools' websites. Hard copies are available upon request.

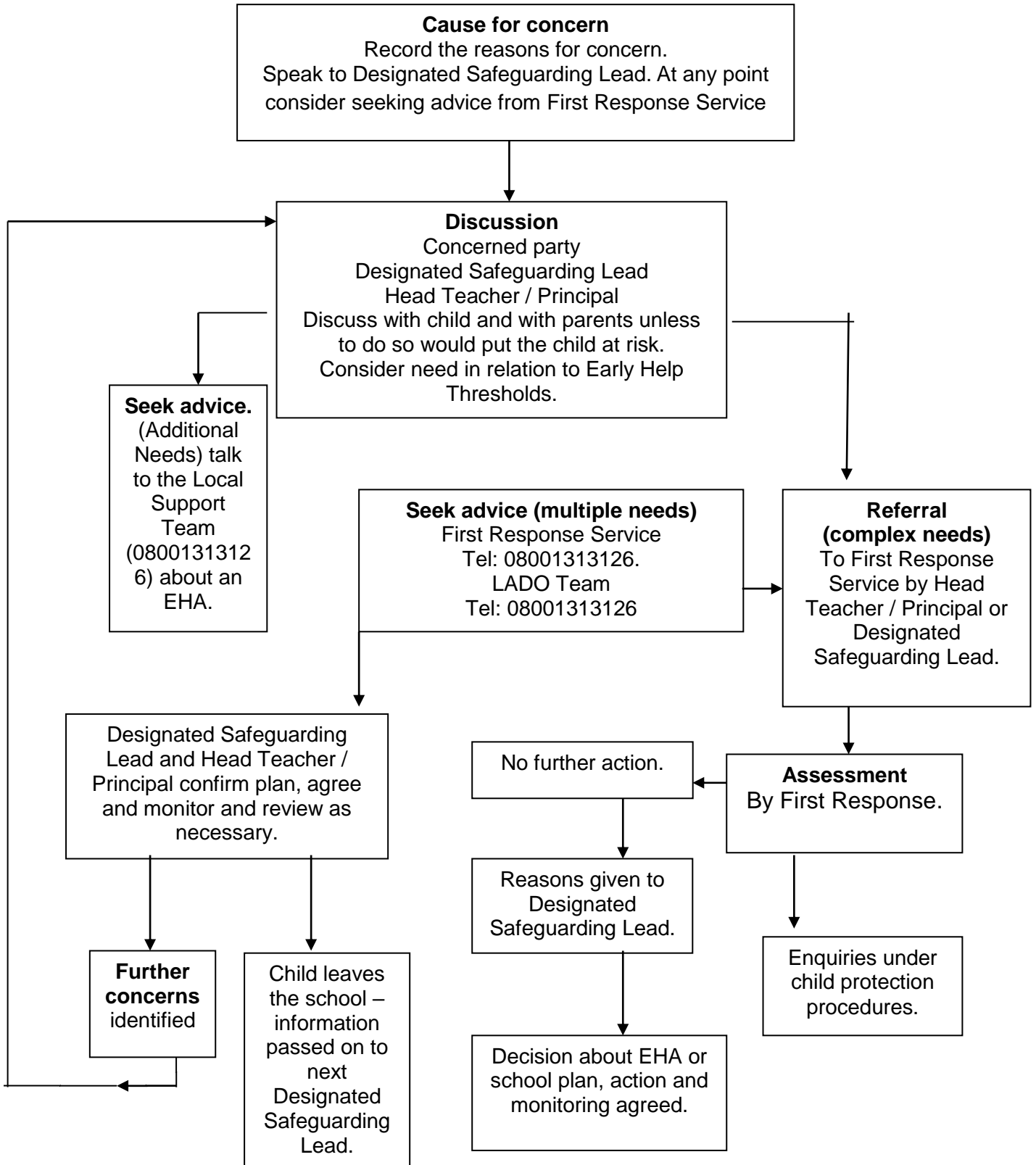
Further details can be found in the latest edition of 'Protecting Children from Significant Harm – Staff and Visitor Guidance'.

Children in specific circumstances

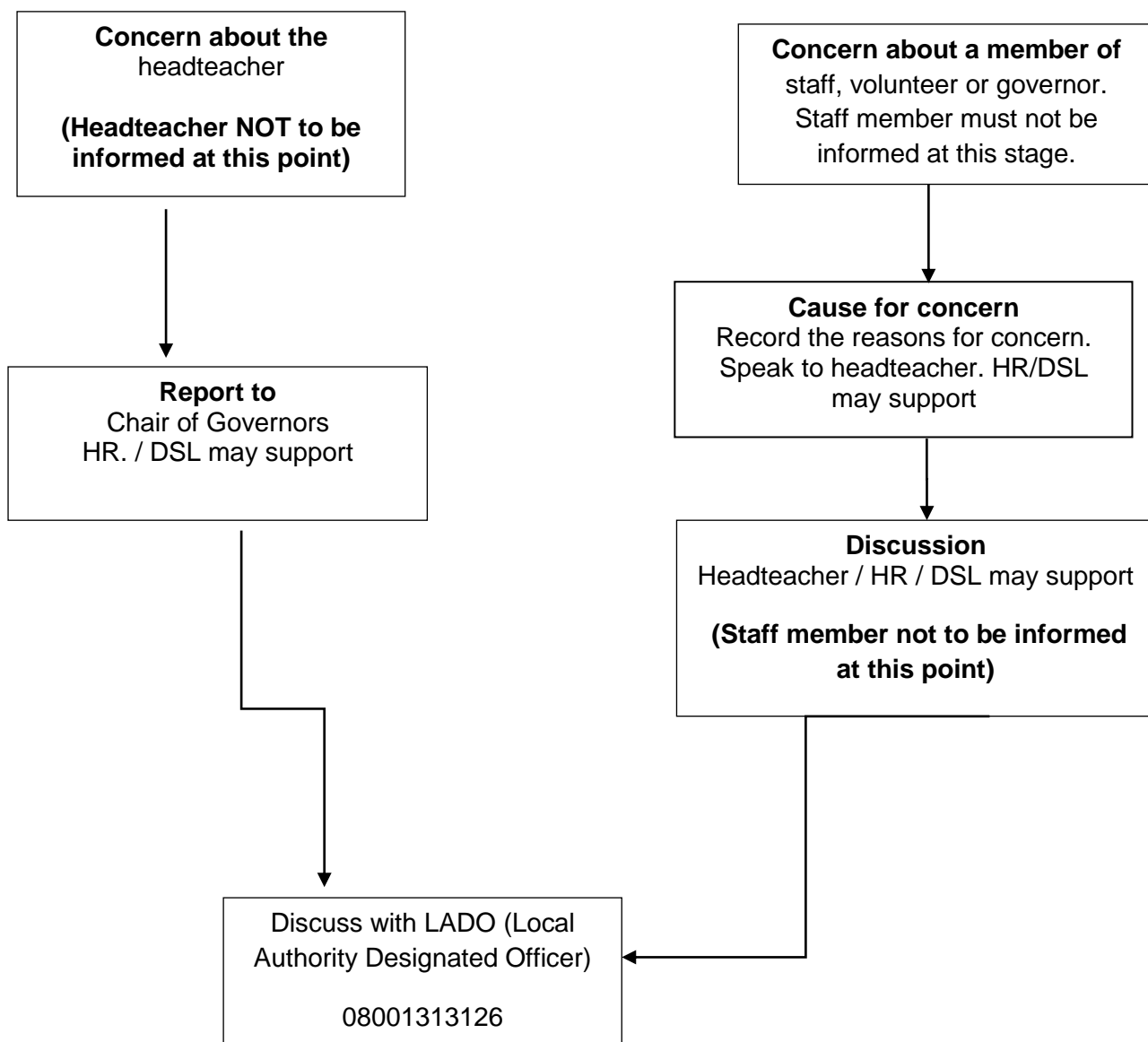
Guidance on children living in specific circumstances can be found within the Stoke on Trent and Staffordshire Children Safeguarding Boards' Procedures Section 4.

THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR HEADTEACHER



APPENDICES

List of Appendices

Appendix 1: attachment)	Protecting Children from Significant Harm booklet (see separate
Appendix 2:	Indicators of Vulnerability to Radicalisation
Appendix 3:	Key contacts for each school within the ATLP
Appendix 4:	List of acronyms used within this document

A further range of policies and information can be found on the school website and on the Stoke on Trent and Staffordshire Children's Safeguarding Board website

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism
- More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Consideration should also be given to employees, volunteers or other adults known to the school, who may be subject to radicalisation. Similar risk factors apply, and the procedures laid out in this policy should be followed.
- Safeguarding students who are vulnerable to radicalisation.
 - Since the publication of the first version of Prevent, ATLP has been aware of the need to safeguard all members from extremist ideology. We are aware that extremist groups both nationally and locally have tried to radicalise young people
 - ATLP values freedom of speech and the expression of belief and ideology as fundamental rights underpinning of values. However, we also recognise that freedom comes with responsibility and we are all subject to the laws and policies governing our schools.
 - Therefore, we seek to protect young people against the message of violent extremism including these linked to Islamist ideology, Far Right/Neo-Nazi/White Supremacy, Animal Rights and others.
 - Our Senior Leaders will assess the level of risk within our school communities and put plans in place to reduce this risk. The risk will be reviewed as part of our Annual 175 return.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for:

Brookvale Primary School: Stuart Day, Head Teacher

Hill West Primary School: Beth Clarke, Head Teacher

Mere Green Primary School: Kristal Brookes, Head Teacher Maternity Leave

Cover: Sean Boyd, Deputy Head Teacher – Dec 19 onwards

Slade Primary School: Jenny Maskell, Head Teacher

Scotch Orchard Primary School: Jo Bishop, Head Teacher

William MacGregor Primary School: Suzie Norton, Head Teacher

Stockland Green School: Rebecca Goode, Assistant Head Teacher

The Arthur Terry School: Sophie Webster, Assistant Head Teacher

The Coleshill School: Catherine Larkin, Assistant Head Teacher

Curdworth Primary School: Lisa Dodd, Head Teacher

John Willmott School: Paul Averis, Deputy Head Teacher

Two Gates Primary School: Nêst Llewelyn-Cook, Head Teacher

Nether Stowe School: Debbie Sullivan, Assistant Head Teacher

Coton Green Primary School: Richard Osborne, Head Teacher

Who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the ATLP in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

LEAD CONTACTS FOR EACH SCHOOL WITHIN THE ATLP

SCHOOL	DSL	NOMINATED GOVERNOR FOR SAFEGUARDING
BROOKVALE SCHOOL	Mr S Day HT	
HILL WEST SCHOOL	Dr B Clarke, HT	Mrs G Jones
MERE GREEN SCHOOL	Mrs K Brookes, HT Maternity leave cover: Mr S Boyd, DHT (Dec'19 onwards)	Mrs P Sherlock Lewis
WILLIAM MacGregor SCHOOL	Ms S Norton, HT	Ms B Hardy
SCOTCH ORCHARD SCHOOL	Mrs J Bishop, HT	Mr P Devlin
SLADE SCHOOL	Mrs J Maskell HT	Mr J Gharda
STOCKLAND GREEN SCHOOL	Ms R Goode, DHT	Mr S Davis
THE ARTHUR TERRY SCHOOL	Mr M Gannon, DHT	Mrs S Burke
THE COLESHILL SCHOOL	Mrs C Larkin, DHT	Mr I Hamilton Mrs M Stephenson
CURDWORTH PRIMARY SCHOOL	Mrs L Dodd, HT	Mrs Ruth McFarland
JOHN WILLMOTT SCHOOL	Mrs T Peters, HT	Mr L Barnes
TWO GATES PRIMARY SCHOOL	Mrs N Llewelyn-Cook, HT	Mrs A Martin
NETHER STOWE SCHOOL	Miss D Sullivan, AHT	Mr P Bentley
COTON GREEN PRIMARY SCHOOL	Mr Richard Osborne, HT	Mrs Eve Smith

APPENDIX FOUR

Acronyms used within the policy.

ATLP –Arthur Terry Learning Partnership

GDPR –General Data Protection Regulations

SEND -Special Educational Needs and Disability

DSL-Designated Safeguarding Lead

DBS- Disclosure Barring Service

LAC-Looked After Child

CSE-Child Sexual Exploitation

CCE-Child Criminal Exploitation

NSPCC-National Society for the Protection Cruelty to Children

BCSC-Birmingham Children’s Safeguarding Board

BCC- Birmingham City Council

WCC-Warwickshire County Council

WSCB -Warwickshire Safeguarding Children Board

SCC- Staffordshire County Council

SSCB-Staffordshire Safeguarding Children Board

CME-Children Missing Education

CCIS-Council for Child Internet Safety

CASS- Child Advice and Support Service

SCR- Single Central Record

EEA –European Economic Area

CTU-Counter Terrorism Unit

DfE- Department for Education

FGM- Female Genital Mutilation

LADO- Local Authority Designated Officer

IT - Information Technology

EHP- Early Help Plan

SPOC- Single Point of Contact

RE- Religious Education

EYFS-Early Years Foundation Stage

