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**CHILD PROTECTION AND SAFEGUARDING  
 POLICY**

**NOVEMBER 2019**

**KEY EXTERNAL CONTACT DETAILS**

<b>Local Authority Designated Officer (LADO)</b>	Lavona Brown Telephone: 02476 833 443 Email: <a href="mailto:lado@coventry.gov.uk">lado@coventry.gov.uk</a> Online referral: <a href="http://www.coventry.gov.uk/ladorefferral">www.coventry.gov.uk/ladorefferral</a>
<b>Local Authority Children’s Social Services. Multi-Agency Safeguarding Hub (MASH)</b>	Telephone: 02476 788555 Email: <a href="mailto:MASH@coventry.gcsx.gov.uk">MASH@coventry.gcsx.gov.uk</a>  Out of Hours Emergency Duty Team: 02476 832222
<b>Local Safeguarding Children Partnership (LSCP)</b>	<p><b>Coventry Safeguarding Children Partnership</b>        MASH online referral form (MARF)  <a href="http://www.coventry.gov.uk/safeguardingchildren">http://www.coventry.gov.uk/safeguardingchildren</a></p> <p><b>Warwickshire Safeguarding Children Partnership</b>        Telephone: 01926 410410        Emergency Team: (Out of hours): 01926 886922        Website: <a href="https://www.warwickshire.gov.uk/wscb">https://www.warwickshire.gov.uk/wscb</a></p> <p><b>Solihull Local Safeguarding Children Partnership</b> Telephone: 0121 788 4325         Children’s Services (Office hours): 0121 788 4333         Emergency Team (Out of hours): 0121 605 6060        Website: <a href="http://www.solihull.gov.uk/staysafe">http://www.solihull.gov.uk/staysafe</a></p> <p><b>Birmingham Safeguarding Children Partnership</b>        Specific area needs to be contacted. Information via Integrated Access Team (IAT)</p>



	IAT Citywide service: Tel: 0121 303 9515 Website: <a href="http://www.lscbbirmingham.org.uk/">http://www.lscbbirmingham.org.uk/</a>
<b>West Midlands Police Coventry Child Abuse Investigation Unit</b>	Little Park Street, Coventry, CV1 2JX Telephone: 024 7653 9044
<b>Support and Advice about Extremism</b>	<b>Local Authority Prevent Co-ordinator:</b> Geoff Thomas Telephone: 02476 831437 Email: <a href="mailto:Geoff.thomas@coventry.gov.uk">Geoff.thomas@coventry.gov.uk</a> And/or CTU: Gateway@west-midlands.pnn.police.uk  <b>Channel</b> <a href="mailto:Counter-extremism@education.gsi.gov.uk">Counter-extremism@education.gsi.gov.uk</a>  <b>Police</b> 101 0345 113 5000  <b>Department for Education</b> Non-Emergency Number: 020 7340 7264 Email: <a href="mailto:counter_extremism@education.gsi.gov.uk">counter_extremism@education.gsi.gov.uk</a>
<b>RISE (emotional well-being and mental health services for children and young people, in Coventry and Warwickshire)</b>	Monday to Friday 8am – 6pm Phone: 0800 200 2121
<b>Female Genital Mutilation</b>	<b>FGM hotline</b> Telephone: 0800 0283550 Email; <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>  Known FGM or disclosure by victim in immediate danger - Telephone 999
<b>Operation Encompass</b>	<a href="#">Operation Encompass - Supporting Children Through Key Adults</a>  Email: <a href="mailto:info@operationencompass.org">info@operationencompass.org</a>  <a href="#">Operation Encompass - Supporting Children Through Key Adults</a>  Email: <a href="mailto:info@operationencompass.org">info@operationencompass.org</a>
<b>NSPCC Whistleblowing Advice Line</b>	Address: Weston House, 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service</b>	Address: PO Box 181, Darlington, DL1 9FA Telephone: 01325 953795

	Email: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>
<b>Teaching Regulation Agency</b>	Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Telephone: 0207 593 5393 Email: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	Telephone: general enquiries 0300 123 4666 (Monday to Friday from 8am to 6pm) Whistleblowing Hotline: 0300 123 3155 Email: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

## KEY INTERNAL COVENTRY SCHOOL FOUNDATION DETAILS

<p><b>Governors</b></p>	<p><b>Chair of Governors &amp; Nominated Safeguarding Governor</b>          Julia Mcnaney          Telephone 02476 271 300          Email: admin@csfoundation.org.uk</p>
<p><b>Designated Safeguarding Leads (DSL) {and Deputy Designed Safeguarding Lead (DDSL)}</b></p>	<p><b>Bablake Senior School</b>          Mrs Gill Press (Deputy Head Pastoral) Senior DSL Tel: 02476 271200          Mrs Sue Smith (Asst DSL)          Mrs Lisa French (Asst DSL)          Mr Jeremy Hobday (Asst DSL)          Mrs Helen Sawyer (Asst DSL)          Mrs Alison Tumber (Asst DSL)          Mrs Kelly Lenihan (Asst DSL)</p> <p><b>Bablake Junior School</b>          Mr Lorrian Holder (Deputy Head) Tel: 02476 271260          Mrs Tracy Horton (Head of Pre-Prep) Tel: 02476 271284 (EYFS setting)</p> <p><b>King Henry VIII School</b>          Dr Michéle Cuthbert (Deputy Head Pastoral DSL) Tel: 02476 271111          Mr Jason Slack (Headmaster Deputy DSL)          Mrs Sarah Cadwallader (School Nurse Deputy DSL)          Mrs Carrie Dowding (Assistant Head, Deputy DSL)</p> <p><b>King Henry VIII Preparatory School</b>          Miss Caroline Soan (Head) Tel: 02476 271165 or 02476 271311          Mrs Kate Parkes (Deputy Head, Deputy DSL)</p>
<p><b>Designated Teacher for Looked After Children</b></p>	<p><b>Bablake Senior School</b>          Dr Louise Greenway (Head of Learning Support) Tel: 02476 271278</p> <p><b>Bablake Junior School</b>          Mr Lorrian Holder (Deputy Head) Tel: 02476 271260</p> <p><b>Bablake Pre Prep</b>          Mrs Tracy Horton (Head of Pre-Prep)</p>



	<p>Tel: 02476 271284</p> <p><b>King Henry VIII School</b> Dr Michéle Cuthbert (Deputy Head Pastoral) Tel: 02476 271111</p> <p><b>King Henry VIII Prep School</b> Miss Caroline Soan (Head) Tel: 02476 271165</p>
<b>Head</b>	<p><b>Bablake Senior School</b> Andrew Wright</p> <p><b>Bablake Junior School</b> Neil Price</p> <p><b>King Henry VIII School</b> Jason Slack</p> <p><b>King Henry VIII Prep School</b> Caroline Soan</p>

## POLICY STATEMENT

This policy applies to all the Coventry School Foundation's Schools including the EYFS settings. The policy is reviewed and updated annually (as a minimum) and is available on the Foundation's website ([CSF Website](#)), all School websites ([Bablake](#), [King Henry VIII](#)) and on request from School or Foundation offices. This policy has regard to the following guidance and advice:

1. Keeping Children Safe in Education (September 2019) ('KCSIE')
  - a. What to do if you're worried a child is being abused: advice for practitioners (March 2015)
2. Working Together to Safeguard Children (June 2018)
  - o Information sharing: advice for practitioners providing safeguarding services (July 2018)
3. Revised Prevent Duty Guidance for England and Wales (July 2015)
  - o The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - o The use of social media for on-line radicalisation (July 2015)
  - o Guidance for Safer Working Practice for those working with children and young people in education setting (May 2019)
  - o Teaching online Safety in Schools (June 2019)
  - o Preventing youth violence and gang involvement (March 2015)
  - o Criminal exploitation of children and vulnerable adults: county lines (September 2018)
  - o What to do if you are worried a child is being abused: Advice for practitioners (2015)
  - o Coventry Safeguarding Children Partnership Guidance: Allegations against Staff and Persons in a position in a Position of Trust.

This policy also takes account of the procedures and practice of Coventry Local Authority as part of the inter-agency safeguarding procedures set up by the Coventry Safeguarding Children Partnership.

The Governing Body always has a duty to consider the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. Roles and Responsibilities of the Governing Body, Headteacher, Designated Safeguarding Lead and all members of staff are defined in Appendix B.

## CONCERNS ABOUT A CHILD

All our Schools have arrangements for listening to children and providing early help. All pupils know that there are adults to whom they can turn to if they are worried. If any of our Schools have concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- A school culture and ethos that models and encourages appropriate behaviour, pro-active support and guidance.
- All pupils have access to telephone helpline information.
- Advice on where pupils can seek help is displayed around our schools.
- Older pupils are encouraged to offer advice and support to younger pupils.



- In the senior schools we provide leadership training for pupils which specifically covers safeguarding issues and the importance of offering support and assistance to younger and to vulnerable pupils.

## **Definitions of safeguarding and types and signs of abuse**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse;
- neglect;
- bullying, including cyber or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith based abuse
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- homelessness;
- radicalisation;
- relationship abuse;
- serious violence;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- so-called 'honour-based violence';
- trafficking and modern slavery

Appendix A of this policy provides further detail of the types of abuse and possible signs of abuse.



## PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will act and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on the referral form attached as Appendix D. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making the record. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are considered when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The Foundation and all its schools operate our processes with the best interests of the pupil at heart and will always contact Children's Services if there may be reason to suspect significant harm.

### Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.





Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the relevant Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### **What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. Staff, may after consultation with the DSL, consider using the Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **What staff should do if a child is in danger or at risk of harm**

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. The contact details for the Local Safeguarding Children Partnerships are found at the front of this document.

### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the Foundation's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or MASH. Advice and support can also be sought from children's social care.

The Foundation and its Schools, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and governors responsible for safeguarding to ensure the School's



safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

### **What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix A of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

### **What should staff do if they have concerns a child is experiencing or at risk of experiencing serious violent crime?**

Staff should follow the Foundation's normal referral processes when there are concerns about children who may be at risk of or experiencing serious violent crime. All staff will be made aware of indicators which may signal that children are at risk of or are involved with serious violent crime. All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

### **What staff should do if a child goes missing from education**

Going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The Coventry School Foundation's procedures for unauthorised absence and for dealing with children who go missing from education are included in the Missing Child Policy which can be found [here](#). Further detail can also be found at Appendix A of this policy.

The School will report to the relevant Local Authority details of any pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

### **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and should refer the matter directly to the LADO(s) at the relevant Local Authority

### **What staff should do if they have concerns about safeguarding practices in the school**

The Foundation and its Schools aim to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the Foundation's safeguarding systems, these should be raised directly with the DSL or the Head or if staff feel unable to speak to the DSL or the Head, they should refer to the Coventry School Foundation's Whistleblowing procedures which can be found [here](#). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, the Governing Body or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such



as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

## **ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

The issue of peer on peer abuse is taken very seriously and in a proactive manner. Appropriate education and guidance is provided through individual school PSHE programs and incorporated into schemes of work. This guidance is mindful of the age of the pupil. An overview of the material covered is maintained by the DSL for each individual school.

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues, harmful sexual behaviours including sexual violence and sexual harassment, bullying, cyber-bullying, upskirting and initiation / hazing ceremonies. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. The Governing Body recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All members of staff will be made aware of the Foundation’s policy and procedures with regards to peer on peer abuse. The Foundation will ensure that staff understand what is meant by peer on peer abuse and all staff will be made aware that ‘upskirting’ is a criminal offence.

The Foundation recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the Coventry School Foundation’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the relevant Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the relevant Safeguarding Children Partnership and/ or the Police as appropriate.

The Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration, sexual assaults and upskirting, will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The Foundation and its Schools’ approach to sexting is to consider each situation on a case by case basis whether to take disciplinary action and/or whether it is appropriate to refer the matter to the police or relevant SCP. The DSL will decide whether the incident is high risk, depending on the nature of the image and the family



circumstances of the pupil involved. Communication with parents will be determined in the best interests of the young person involved. Where a child has been found to distribute indecent images of themselves or others, the DSL has a duty to report such activity to either Children's Services or the Police (Section 1 of the Protection of Children Act 1978 and Section 160 of the Criminal Justice Act.)

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

## **ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)**

The Coventry School Foundation's procedures for managing allegations against staff who are currently working for the Foundation follows Department for Education statutory guidance and Local Safeguarding Children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching will be referred to the Police. Historical (non-recent) allegations of abuse will be referred to the Police and the LADO.

If an allegation is made against anyone working with children in any of our Schools or the Foundation offices, the Governing Body will not undertake our own investigation of allegations without prior consultation with the LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the Governing Body may discuss informally with the LADO on a no-names basis.

All allegations will be investigated as a priority to avoid any delay.



All allegations which appear to meet the above reporting criteria will be reported straight away to the Head or the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head or the DSL is the subject of the allegation or concern, the Head or the DSL must not be informed of the allegation prior to contact with the Chair of Governors and LADO. The Head may appoint a case manager (often the DSL) to investigate the allegation.

The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and *KCSIE* (September 2019) when deciding about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated, and the person is dismissed or the Foundation ceases to use their services, or the person resigns or otherwise ceases to provide their services. The Foundation has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the Foundation must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).





On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the Coventry School Foundation's Child Protection and Safeguarding procedures or practices to help prevent similar events in the future.

The Foundation and its Schools will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCS/E* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the Coventry School Foundation will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## STAFF CODE OF CONDUCT

The Coventry School Foundation's Code of Conduct can be found [here](#). The aim of the code of conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff should familiarise themselves with the code of conduct and in particular the direction and guidance provided in respect of relationships with pupils and physical restraint.

Staff are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

Physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself / herself or on another and then only as a last resort when all efforts to diffuse the situation have failed. Physical restraint should be reasonable and proportionate and be commensurate with the incident.

## SAFER RECRUITMENT

The Governing Body is committed to safer recruitment processes. Members of the teaching and non-teaching staff at all the Foundation's Schools including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable



after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the Foundation may undertake an online update check through the DBS Update Service.

Full details of the Coventry School Foundation's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the Coventry School Foundations Recruitment and Appointment Procedure.

The Coventry School Foundation's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the Coventry School Foundation's Recruitment and Appointment Procedure which can be found [here](#).

## MANAGEMENT OF SAFEGUARDING

The DSLs' and DDSLs' names and contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the Coventry School Foundation's Schools. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the Coventry School Foundation's policies and procedures in practice. The DSL works with the Governors to review and update the Coventry School Foundations Child Protection and Safeguarding policy. Where a pupil leaves a Coventry School Foundation School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concern. For out of hours/out of term activities, each Schools' arrangements are detailed on the duty rota in place during each holiday period for contacting SLT and/or DSL / DDSL. The MASH team have contact details for each DSL and staff are reminded that they can make a referral direct to children's social care if they have concerns about a child.

Full details of the DSL's role can be found at Appendix B of this document.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.





## TRAINING

### All Staff

All new staff (including temporary members of staff and Governors) will be provided with induction training that includes:

- the child protection policy
- the role and identity of the DSL(s) and DDSLs
- the behaviour policy
- the staff code of conduct including the Coventry School Foundation's Whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;
- a copy of Part one and annex A of *KCSIE 2019* which all staff will be required to read
- all staff who work directly with Children will also be required to read Part five of *KCSIE*.

Copies of the above documents are provided to all staff during induction.

All staff are also required to:

- Read Part one and Annex A of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via email.
- Understand key information contained in Part one and Annex A of *KCSIE*. The School will ensure staff understanding through discussions as part of induction and ongoing performance management sessions.
- Receive training in safeguarding and child protection regularly, in line with advice from the relevant Safeguarding Children Partnership. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins, INSET day events and staff meetings.

All staff will be required to confirm that they have received, read and understood safeguarding and child protection documentation relevant to their role and that they feel competent to carry out their responsibilities with respect to safeguarding and child protection. The DSL is responsible for ensuring this happens – please see Appendix E for further details.



## DSL(s)

DSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the relevant Safeguarding Partnership's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

## OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

The Chair of the Board of Governors is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements across the Coventry School Foundation.

A review of the Coventry School Foundation Child Protection and Safeguarding policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governing Body draws on the expertise of staff, including the DSLs, in shaping our child protection and safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the Governing Body will work with the LADO to determine whether there are any improvements to be made to the Coventry School Foundation's procedures or practice to help prevent similar events in the future.

## ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

### Teaching children how to keep safe

The Governing Body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE (in line with government guidance on Relationships Education and Relationships and Sex Education) to help children to adjust their behaviours to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's curriculum.

All our Schools have appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the Coventry School Foundation's approach to online safety can be found in our E-Safety Policy. The Coventry School Foundation's IT



arrangements ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

### **Looked after children**

The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

The designated member of staff at each of our schools, who has responsibility for looked after children (including their welfare and progress) is identified in the Key Contacts section at the beginning of this document. The Governing Body ensures that the designated member of staff receives appropriate training to carry out their role.

### **Arrangements for visiting speakers**

The Governing Body has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The Governing Body's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

Each School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will consider any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on a School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. The Visiting Speaker protocols and risk assessment can be found at Appendix C.

### **Use of Cameras, Camera-Phones, Tablets, Webcams and any Image-Recording Equipment**

Staff are not permitted to use their personal mobile phone devices or cameras in school. Staff who wish to take and/or use photographs or videos of pupils (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile device cameras in school for any other reason must first speak with the Head. Staff who act in breach of this may be subject to disciplinary action.

Photographs and videos will only be reproduced of children with their parents' permission (provided in writing via consent form). Photographs of pupils taken for a school-related purpose by staff should only be taken on school equipment. They should be downloaded onto the secure school network as soon as is reasonably practicable, and staff should be able to justify images of pupils in their possession.



## **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### **Disqualification from working in childcare**

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the Governing Body will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the Governing Body's safer recruitment practices, further details of which can be found in the Coventry School Foundation's Recruitment and Appointment Procedure.

Each School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **Use of mobile phones and cameras**

Staff are not permitted to use their personal mobile phone devices or cameras in school. Staff who wish to take and/or use photographs or videos of pupils (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile device cameras in school for any other reason must first speak with the Head. Staff who act in breach of this may be subject to disciplinary action.

Photographs and videos will only be reproduced of children with their parents' permission (provided in writing via consent form). Photographs of pupils taken for a school-related purpose by staff should only be taken on school equipment. They should be downloaded onto the secure school network as soon as is reasonably practicable, and staff should be able to justify images of pupils in their possession.

Parents and visitors are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head.

### **DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is named in the Key Contacts section at the beginning of this document.

### **Duty to notify Ofsted**

The Foundation will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided for example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the Governing Body became aware (or ought reasonably to have become aware) of it.



The Foundation will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

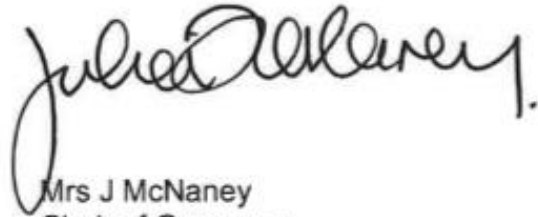
**Review date: September 2020**

**Drafted By**



Mrs Jacqui Hammond  
Director of Finance and Operations

**Endorsed By**



Mrs J McNaney  
Chair of Governors

## APPENDIX A –SIGNS AND TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All Foundation staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Indicators of abuse

- Children whose behaviour changes – they may become aggressive, challenging, disruptive or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired or hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk or under the influence of drugs;
- Children who drink alcohol regularly from a young age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements

The Foundation recognises that the above list of indicators is not exhaustive, and staff will receive training on indicators of abuse.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another





person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. Operation Encompass is a process used to inform schools when the police have attended an incident of domestic violence or abuse, where domestic abuse incidents have occurred in the homes of their pupils since the previous school day. By knowing that the child has had this experience, the school is in a better position to be supportive and understanding of the child's needs and possible behaviours. The Head or DSL will share this information on a need to know basis. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence such as rape, sexual assault and assault by penetration are sexual offences under the Sexual Offences Act 2003. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.





**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Upskirting:** Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is now a criminal offence.

**Serious Violence:** All staff should be aware of indicators, which may signal that children are at a risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

**Gangs and youth violence and child criminal exploitation:** defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts to become part of the gang. They are in conflict with other similar gangs. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a hard core of violent gang members who exploit vulnerable young people and adults. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries and is coordinated using dedicated mobile phone lines. It is a tactic used by groups or gangs to facilitate the use of vulnerable people or children to sell drugs in an area outside of the area in which they live, which reduces their risk of detection. Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved. Child criminal exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g. carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Young people who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made. Gangs may also target vulnerable adults and take over their premises to distribute Class A drugs in a practice referred to as 'cuckooing'. Young people can become indebted to the gang/groups and then exploited in order to pay off debts. Young people who are criminally exploited often go missing and travel to other towns (some of which can be great distances from their home addresses). They may have unexplained increases in money or possessions, be in receipt of an



additional mobile phone and receive excessive texts or phone calls. White British children are often targeted because gangs perceive they are more likely to evade police detection and some children may be as young as 12, although 15 to 16 years old is the most common age range. The young people involved may not recognise themselves as victims of any abuse and can be used to recruit other young people. Staff who have concerns that a child may be at risk of harm as a consequence of gang activity including child criminal exploitation should discuss their concerns with the DSL or make a direct referral to Children's Social Care or the Police.

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen through the use of technology. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

**'Honour based' violence** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found [here](#) in the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance



with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the Coventry School Foundation's Child Protection and Safeguarding Policy.

**Faith-based abuse:** This includes belief in the concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and the use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. Staff should follow the referral procedures outlined in this policy should they suspect a child is at risk of Faith-based abuse. Staff are reminded they should contact the police directly if they feel a child is in immediate danger.

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme - [Counter-extremism@education.gsi.gov.uk](mailto:Counter-extremism@education.gsi.gov.uk).

**Special educational needs and/or disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;



- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**Lesbian, gay, bi, trans or questioning (LGBTQ):** Children who are LGBTQ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

**Children who go missing from school:** A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the Coventry School Foundation's Missing Child Policy and Procedures for dealing with children who go missing, particularly on repeat occasions. All unexplained absences will be followed up in accordance with this policy. The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority where the child is normally resident of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

## APPENDIX B – ROLES AND RESPONSIBILITIES

### THE ROLE OF THE GOVERNING BODY

The Foundation has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by the Chair of Governors. Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of those overarching responsibilities the Governing Body will:

- Ensure they comply with their duties under the legislation;
- Ensure that policies, procedure and training in the school are always effective and comply with the law and that they allow concerns to be responded to in a timely manner;
- Ensure that the Foundation consider relevant local authority and Coventry Safeguarding Children Partnership policies and supplies information as requested by the three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within a local authority);
- Ensure that the Foundation has an effective child protection policy, that it is published on the Foundation and Scholl websites and available by other means and review this annually;
- Ensure that the Foundation has a staff Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Ensure that children are taught about safeguarding, including online safety;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online;
- Respond to allegations of abuse against any of the Headteachers.

### THE ROLE OF THE HEADTEACHER

The Headteacher will:

- Participate in the annual review of the policy
- Ensure that the policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the Designated Safeguarding Lead responsibilities are explicit and understood by the role holder;
- Appoint an appropriate number of deputy safeguarding leads and ensure they are trained to an appropriate standard;
- Ensure cover is in place for the Designated Safeguarding Lead role for any of hours. / out of term activities.
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety





- Ensure that all recruitment follows the 'safer recruitment' guidance and a single, central, record is maintained with details of all members of staff who are in contact with children.
- Respond to all allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required;
- Ensure that the School works with social care, the police, health services and other services to; promote the welfare of children; provide a coordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards 2012);
- Ensure that children's social care have access to the School to conduct or to consider whether to conduct a section 47 or section 17 assessment as per Keeping Children Safe in Education (September 2019).

## THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL) FOR SAFEGUARDING

1. The Designated Safeguarding Lead and nominated Governors provide the link to the social services, police and inter agency activity in safeguarding issues. They need to know:
  - How to identify the signs and symptoms of abuse and when to make a referral.
  - The Relevant Safeguarding Children Partnership and the DSL's role within them.
  - The role and responsibilities of the investigating agencies and how to liaise with them and to be conversant with the Local Authority and Coventry School Foundation Safeguarding Policy and procedure.
  - The requirements of accurate record keeping.
  - The conduct of a safeguarding conference and how the DSL can make an appropriate contribution to it.

2. The Designated Safeguarding Lead needs to:

- Make prompt contact with children's social care (MASH) where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in school and/or the police if a criminal offence is suspected.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel
- Arrange in-service safeguarding training for all members of staff.
- Act as or ensure that another member of staff is appointed as the lead for online safety
- Be available to all staff of the School for consultation on safeguarding concerns.
- Ensure that appropriate action is taken in the School and procedures are followed in all cases of actual or suspected child abuse.
- Where necessary, in accordance with the relevant Safeguarding Children Partnership procedures take part in safeguarding strategy meetings, conferences, core groups and reviews or ensure that another key member of staff attends. Where this is not possible, provide a report to the conference from the School.
- Inform the Children's Social Care in writing when a child on a Child Protection Plan moves to another School and inform the new School of the child's status on the Register.
- Have responsibility for Looked-after Children
- Responsibility for overseeing and coordinating the Prevent duty agenda.



3. The Designated Safeguarding Lead must maintain records as described:
  - Compile a record of pupils in the School on Child Protection plans and keep this updated as notification is received and liaise with other professionals in ensuring that children on Child Protection plans are monitored.
  - Safeguarding records are strictly confidential and must be retained securely and separate from the pupil's record by the DSL. This record must include whether or not further action is taken. A code indicating that a Safeguarding record exists must be inserted on the pupil file.
  
4. The Designated Safeguarding Lead will be central to the provision of training to other staff on safeguarding issues.
  - In consultation with the Head, monitor staff development and training needs and organise training as appropriate; ensure that they receive training to keep updated on developments.
  - Ensure that the curriculum offers opportunities for raising students' awareness and development strategies for ensuring their own protection.
  
5. The Designated Safeguarding Lead has an overview and responsibility for on line safety of all pupils. This includes the provision of on line safety education.

## **THE ROLE AND RESPONSIBILITIES OF ALL STAFF WITHIN THE SCHOOL**

All staff across the Foundation play an important role in safeguarding as they are in a position to identify concerns early to provide help for children. All staff (support and teaching) across the Foundation;

- Have a responsibility to provide a safe environment where children can learn;
- Should know what to do if a child tells them that are being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the Safeguarding and Child Protection policy; the School behaviour policy; the staff code of conduct; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems across the Foundation that support safeguarding and child protection
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2019) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and discuss concerns with the Designated Safeguarding Lead;
- May be required to support social workers and other agencies following a referral;
- Will be aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;





- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012)

## APPENDIX C - COVENTRY SCHOOL FOUNDATION VISITING SPEAKERS PROTOCOL AND RISK ASSESSMENT

The Prevent duty requires schools to have clear protocols to ensure that any visiting speakers are both suitable and appropriately supervised. We should allow our pupils to critically assess the information they receive, whilst also ensuring that it is aligned to the ethos and values of the School and to British values. The School should therefore undertake a risk assessment before agreeing to a visiting speaker's attendance. This might include any vetting procedures considered appropriate.

Visiting speakers will be expected to understand that, where relevant, they should actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation in advance. Visiting speakers, whilst on the School site, should be supervised by a School employee. On arrival, they will be required to show an original current identification document including a photograph such as a photo-card driving licence or passport. The School shall keep a formal register of visiting speakers retained in line with its Data Protection Policy. This separate policy is available to parents on request from the school.

### Risk assessment:

Full name of visiting speaker	
Organisation (where relevant) Contact Details	
Topic and title	
Date and venue	
Member of staff organising	
Member(s) of staff supervising/ present	
What is the risk of this speaker undermining British values and/ or of pupils being radicalised? Low/ medium/ high Reasons for risk	
What are the control measures? E.g., depending on risk assessment: verification of name and address of organisation, Google search on speaker, reference obtained from another school, presentation received in advance and checked for suitability, interview re content, List check Acceptable use policy if IT is required Having identified risk instruct Admin team	
Is Visiting Speaker intending to use ICT facilities/equipment?	Yes/No
Speaker contacted and advised of School protocol and of need to bring photo ID and other original documents re. Identity? (with date)	
Speaker approved by DHM/ HM (signature)	
Date	

A copy of each completed risk assessment should be retained in the Head's office.

## APPENDIX D

Form A (green paper)

# Logging a concern about a child's safety and welfare **PART 1**

Pupil's Name:	Date of Birth:
Date:	Time (of writing this record):
Staff Name:	
(PRINT) _____	(SIGNATURE) _____
Job Title:	
The reason(s) for recording the incident:	
Record the following factually: Who? What? (If recording a verbal disclosure by a child use their words.) Where? When? (date and time of incident) Any witnesses?	
Professional opinion where relevant; how and why might this have happened?	
Note actions, including names of anyone to whom your information was passed:	
Any other relevant factual information:	

**PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD (Designated person to complete Part 2 overleaf)**



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Form A (green paper)

## PART 2 (for use by Designated Safeguarding Lead)

Time and date information received by DSL and from whom?	
Any advice sought by DSL (Date, time, name, role, organisation and advice given?)	
Action taken? (Referral to children's services/monitoring advice given to appropriate staff/CAF etc.) If decision not to refer, justify reason. Note time, date, names, who information shared with and when etc.	
Parents informed?  Yes/No  Reasons	
Outcome? Record names of individuals/agencies who have given you information regarding outcome of any referral, if one made.	
Where can additional information regarding child/incident be found? (e.g. Pupil file, serious incident book,	

pastoral database etc.)	
Signed	
Print name	
Date	



**APPENDIX E**

**RECORD OF SAFEGUARDING TRAINING**

School: .....

Name:.....

Position / role:.....

I confirm that I have received Level 1 Child Protection (Safeguarding) training on  
..... at.....

I confirm that I have been briefed as to Safeguarding procedures at ..... school.

Signed ..... (employee)

Signed..... (DSL / Head)

Date.....

