



*Making a Difference*

Phoenix Park Academy



# Child Protection Policy



WELLSPRING  
ACADEMY TRUST

We Make A Difference

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Author: RP

Staff Responsible: RP

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## Child Protection Policy

Ratified by the Governing Body

September 2018 - TBR

To be reviewed (annually)

30<sup>th</sup> September 2019

The Governing Body and staff of Phoenix Park Academy and Sevenhills Academy (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PHSCE and within the safety of the physical environment provided for the pupils.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Phoenix Park and Sevenhills Academies recognises that to ensure the best safeguarding outcomes for its learners a joined up, multi-agency approach is vital. The school adheres to the NEL Local Safeguarding Children Board Procedures and advice. Our school also recognises, as reflected in 'Keeping Children Safe in Education September 2018' the significant vulnerabilities and additional safeguarding needs of children with SEN and disabilities.



## Links with other Policies

The Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety
- Behaviour
- Anti-Bullying
- Confidentiality
- Positive Handling
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEND
- PSHCE
- Children Missing Education
- Female Genital Mutilation
- E-Safety
- Guidance on Exclusions
- Preventing Radicalisation

## **CHILD PROTECTION POLICY**

The Child Protection Policy will be reviewed annually and ratified by the governing body/board of trustees or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2018/2019	Rachel Patchett	Phil Burns Jo Indian Tina Wilkinson Donna Kaye Theresa Matthews Kelly Spence Harriet Barber  Phil Hutchinson (EP) Neil Swain (EVP)	Liz Pickett	John Cottingham

Policy Review date	Date Ratified by governors	Date Shared with staff
30/9/19		

The school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.

All school and college staff should be prepared to identify children who may benefit from Early Help.

All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSiE 2018)

And we believe:

Schools can contribute to the prevention of abuse.

All children have the right to be protected from harm.

Children need support that matches their individual needs, including those who may have experienced abuse.

The Academy will fulfil local and national responsibilities as laid out in the following documents:-

Keeping Children Safe in Education – Statutory guidance for schools and colleges, (September 2018)

Working Together to Safeguard Children, July 2018 (Statutory guidance)

Statutory guidance on children who run away or go missing from home or care – January 2014

What to do if you're worried a child is being abused – March 2015

Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018

Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium October 2015)

North East Lincolnshire's LSCB

Children Act 1989

Education Act 2002 s175/s157

The Teachers Standards 2012 (introduction updated June 2013)

The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

The Policy conforms to locally agreed inter-agency procedures in line with the NELC Safeguarding Children's Board (LSCB). It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

## **Overall Aims**

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

## **In-school procedures for protecting children**

### **All staff and visitors will:**

All staff and Governors must ensure they have read and fully understood part 1 and Annex A of 'Keeping Children Safe in Education September 2018' and sign to say they have done so.

Be familiar with the school's child protection policy including issues of confidentiality. Remember that the child's welfare and best interests must be the paramount consideration at all times.

Never promise to keep a secret or confidentiality where a child discloses abuse.

Be alert to signs and indicators of possible abuse.

Record concerns on a "CPOMS" **Electronic Safeguarding system**. Please ensure the DSL Rachel Patchett has been alerted to the incident. Other Designated Staff for Safeguarding are: (Neil Swain, Phil Burns, Jo Indian, Kelly Spence, Theresa Matthews, Harriet Barber, Tina Tomlinson and Donna Kaye).

Deal with a disclosure of abuse from a child in line with the recommendations in the policy.

These must be recorded to one of the Designated Staff immediately. Staff should not take it upon themselves to investigate concerns or make judgements.

Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.

Be prepared to identify children who may benefit from Early Help.

Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.

Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium (October 2015)).

Where there is concern regarding the welfare of a child this should be recorded immediately on CPOMS. **Rachel Patchett - Designated Safeguarding Lead (DSL) needs alerting to every incident and action.** In the absence of Rachel Patchett the CPOMS should be alerted to one of the deputy Designated Safeguarding Leads: **Jo Indian, Harriet Barber, Tina Tomlinson, Donna Kaye, Theresa Matthews, Phil Burns or Kelly Spence** or in the absence of all of the above the CPOMS incident should be passed to **Executive Vice Principal Neil Swain or Executive Principal – Phil Hutchinson.**

### **Responsibilities of the Designated Safeguarding Lead/Deputy Safeguarding Lead**

Our named DSL from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Rachel Patchett.

The DSL is supported by the following appropriately trained designated staff: Phil Burns, Jo Indian, Kelly Spence, Theresa Matthews and Donna Kaye, Harriet Barber and Tina Wilkinson. Along with the Executive Principal and Vice Principal Phil Hutchinson and Neil Swain, they are responsible for co-ordinating all child protection activity.

The DSL must ensure that all staff involved in direct work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision

Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

The DSL is responsible for referring all cases of suspected abuse to Children's Services (CASS) Duty and Advice Team. KCSiE (DfE 2018) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to MASH should be done by appropriately trained designated safeguarding staff.

The DSL will liaise with the head teacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.

Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child. This will be recorded on CPOMS.

If concerns relate to more than one child from the same family at the establishment, then you will add the other child on CPOMS which will duplicate the concern/incident/action.

Child Protection records will be stored securely in a central place separate from academic records (CPOMS) Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.

Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.

Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.

Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers

Designated staff must obtain access to resources and attend any relevant or refresher training courses

Designated staff must encourage a culture of listening to children amongst all staff.

Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

## **Raising Awareness**

The DSL should ensure all are known policies are used appropriately:

Ensure the school's child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Ensure the child protection policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## **Child Protection Records**

Child protection records should be held securely, with access being restricted to the DSL, safeguarding officers or Head of Centre. The following information must be kept securely with restricted access, whether paper or electronic:

Chronology

All completed child protection cause for concern (CPOMS)

Any child protection information received from the child's previous educational establishment

Records of discussions, telephone calls and meetings with colleagues and other agencies or services

Professional consultations

Letters sent and received relating to child protection matters

Referral forms sent to CASS, other external agencies or education-based services.

Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

Formal plans for or linked to the child, e.g. child protection plans, Early Help Assessments (previously known as Single Assessments), risk assessments etc. A copy is included in this policy.

Each child protection file on CPOMS should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005'. A copy of the chronology must be retained for audit purposes. (CPOMS holds the Chronology)

There is no need to keep copies of the child protection file, apart from the chronology summary. The exception to this rule will be in any of the following instances:

Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.

Where the destination school is not known *(the original file should be retained by the school)*.

Where the child has not attended the nominated school *(the original file should be retained by the school)*.

There is any on-going legal action *(the original file should be retained by the school and a copy sent)*.

Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. CPOMS also has a file transfer service.

If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.

If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format (CPOMS). 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. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Keith Nicholson following the above procedure for delivery of the records.

Keith Nicholson: Children's Services Adviser & Head teacher of the Virtual School for LAC 01472 – 326176

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

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Executive Principal to ensure that the new post holder is fully conversant with all procedures and case files.

All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## **Archiving**

Responsibility for the pupil record once the pupil leaves the school

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to CASS. If no referral has been made to CASS, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or Head of Centre.

## **Children's and parents' access to child protection files**

Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information

should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or is likely to prejudice an on-going criminal investigation; or

The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the North East Lincolnshire's Multi Agency Safeguarding Hub,, Contact email: [csrs@nelincs.gcsx.gov.uk](mailto:csrs@nelincs.gcsx.gov.uk) telephone: 01472 325555.

The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

### **Safe Destruction of the pupil record**

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

### **Information sharing**

When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the Multi Agency Safeguarding Hub on 01472 325555.

On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are

known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from Multi Agency Safeguarding Hub on 01472 325555.

In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact Humberside Police on 101 and ask for the governance team for advice.

It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:  
place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or  
prejudice the prevention, detection or prosecution of a crime; or  
Lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

## **The Governing Body**

The nominated Safeguarding Governor for child protection at the school is Liz Pickett.

They are responsible for liaising with the Head of Centre / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.

The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return

must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school.

The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school's safeguarding arrangements.

The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head of centre, the principal of a college or proprietor or member of governing body of an independent school.

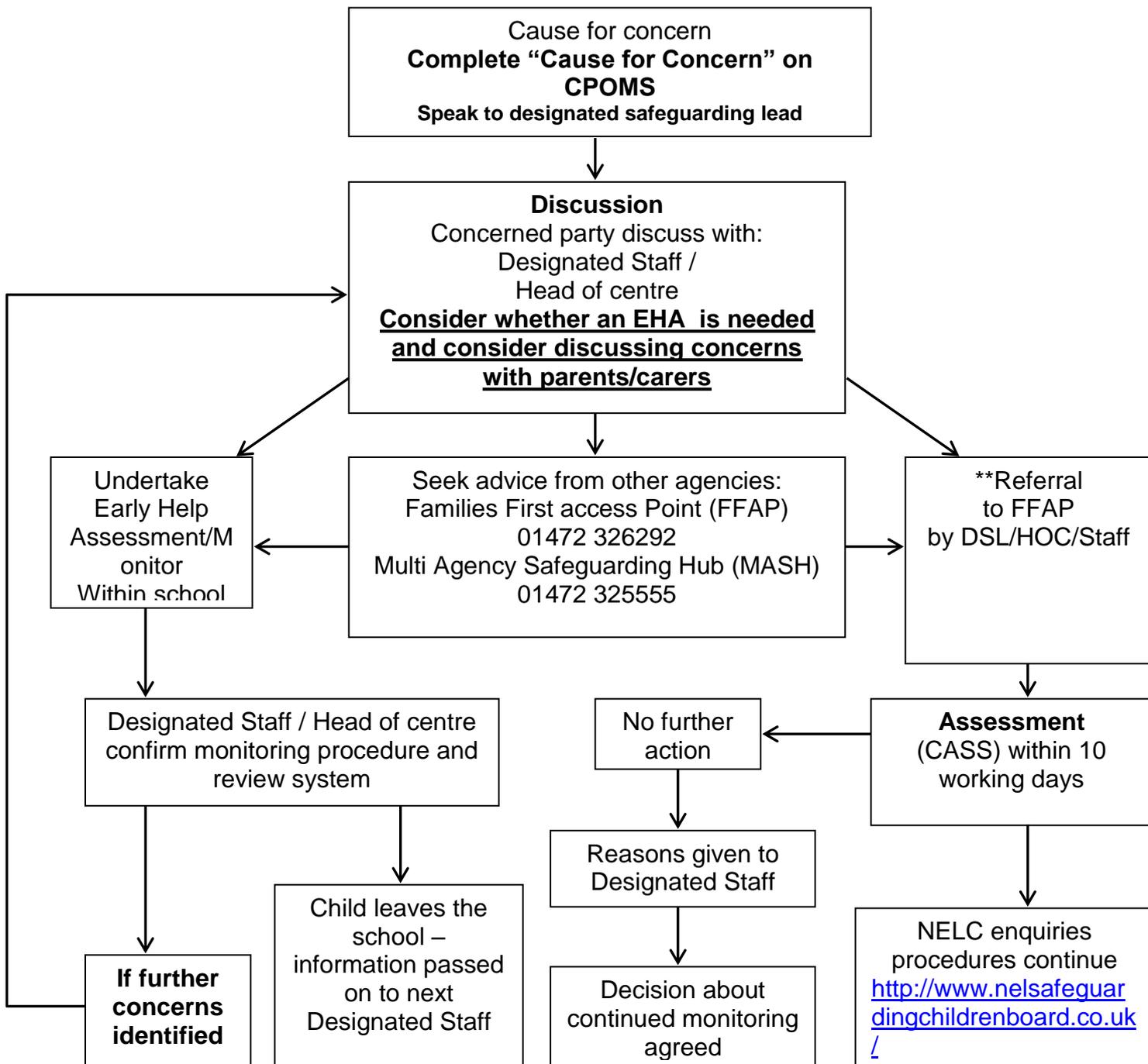
In the event of allegations of abuse being made against the Head of Centre and/or where the Head of Centre is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO) within one working day..

Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system.

**Summary of in-school procedures to follow where there are concerns about a child**

<http://www.nelsafeguardingchildrenboard.co.uk/>



## **Summary of in-school procedures to follow where there are concerns about a child**

If unhappy about the outcome of the referral to Children's Services Social Care, please refer to:

NE Lincs LSCB Local Protocol "Resolution of Professional Disagreements" via

<http://www.nelsafeguardingchildrenboard.co.uk>

## **Working with parents and other agencies to protect children**

Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the LSCB procedures and contact FFAP/ MASH to discuss their concerns.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our child protection policy through: school prospectus, website, newsletters etc. A safeguarding/child protection statement is prominent in the school foyer/reception area.

## **Multi-agency work**

We work in partnership with other agencies in the best interests of the children. Therefore, the Academy will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Work Service. Referrals (contact) should be made, by the Safeguarding Designated Staff, to Children's Assessment and Safeguarding Service (CASS) on 01472 325555 - Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the principal social worker of the child's allocated social worker.

We will co-operate with CASS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Network Meetings.

We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

## **7. Our role in the prevention of abuse**

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

### The Curriculum

Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation(CSE), Child Criminal Exploitation (CCE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, tutor time English, Drama, PSCHE, Art and assemblies.

### Other areas of work

All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equal opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole school approach.

Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

### Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A written outline of the Early help Assessment will be kept in the child's child protection record on CPOMS.

### Children with additional needs

The Academy recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special

educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.  
Children in Specific Circumstances

This school follows the N E LIncs LSCB online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below.

Child sexual exploitation (CSE)  
Child Criminal exploitation (CCE)  
Bullying including cyberbullying  
Domestic violence  
Drugs  
Fabricated or induced illness  
Faith abuse  
Female genital mutilation (FGM)  
Forced marriage  
Gangs and youth violence  
Gender-based violence/violence against women and girls (VAWG)  
Mental health  
Private fostering  
Preventing radicalisation  
Sexting  
Teenage relationship abuse  
Trafficking

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

### **Sexting**

Relevant issues around sexting are addressed through the delivery of our PSHCE curriculum and the dangers are clearly highlighted.

### **Female Genital Mutilation: The Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been

carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2018).

## **Radicalisation**

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

Use of inappropriate language

Possession of violent extremist literature

Changes in behaviour, language, clothing or appearance

The expression of extremist views

Advocating violent actions and means

Association with known extremists

Seeking to recruit others to an extremist ideology

**PREVENT** is part of the UK’s counter terrorism strategy. It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

## **Responding to concerns**

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should contact CASS or the Local Authority Prevent Lead - DC Lee Ross.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. CASS and the PREVENT lead can advise and identify local referral pathways.

CASS - 01472 326292 Option 2. You will be transferred through to a Case Supervisor from the MASH (Multi Agency Safeguarding Hub) team.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure as a minimum that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

## **Peer on peer abuse**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Peer on Peer abuse can also include 'initiation ceremonies'

Where it is judged by the Designated Safeguarding Lead that peer abuse has taken place, as with any other form of abuse there will be a referral made to social care. Alongside multi-agency referral and support the school will work with parents, victim and perpetrator to address immediately.

Where the act is judged to be bullying behaviour the school's 'Understanding Bullying Policy' will be followed.

Risks of peer on peer abuse at Phoenix Park and Sevenhills are significantly reduced by the high levels of pastoral support provided to pupils alongside rigorous recording and reporting systems, thorough PHSCE programme and individual programmes of support where identified as a need. The school aims to foster an environment of mutual respect and appreciation for individuality and champions' diversity.

Staff are reminded that peer on peer abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up." Staff becoming aware of peer on peer abuse will take appropriate action as detailed in section 4 of this policy and adhering to the

guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised. School and college staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses:

**These include:**

Bullying including cyberbullying [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Children missing from Education [www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)

Child missing from home or care [www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)

Domestic violence [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)

Drugs [www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)

Fabricated or induced illness [www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

Faith abuse [www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)

Forced marriage [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

Gangs and youth violence [www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

Gender based violence [www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)

Hate [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Mental health [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2)

Missing children and adults strategy [www.gov.uk/government/publications/missing-children-and-adults-strategy](http://www.gov.uk/government/publications/missing-children-and-adults-strategy)

Private fostering [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

Sexting [www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)

Teenage relationship abuse [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)

Trafficking [www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

## **Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the N E Lincs missing guidance. Contact Humberside Police on 101 or our designated Missing Person's Police officer

Please see link below

[https://www.gov.uk/government/publications/children-missing-education.](https://www.gov.uk/government/publications/children-missing-education)

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2018).

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection.

The DSL should complete the CSE/CCE MACE Risk Assessment and Management tool for partners a copy of the completed tool must be kept in the child's child protection records for future reference.

If the child /young person already has an allocated social worker, the DSL must contact them (or their Case Supervisor) to discuss any concerns about sexual exploitation.

A copy of the strategy can be obtained from: North East Lincolnshire's LSCB website. <http://nelsafeguardingchildrenboard.co.uk/data/uploads/documents-and-reports/info-for-practitioners/cse-practice-guidance-and-procedure.pdf>

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## **Sexual Violence and Sexual Harassment between Children**

Sexual violence and sexual harassment 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 refers to sexual offences under the Sexual Offences Act 2003 including; Rape, Assault by Penetration and sexual assault. Further clarity around these definitions can be found in the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges- May 2018.'

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online or offline. This could include; sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. It may also include sexual 'jokes' or taunting, physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

Sexual harassment can also occur online and may include non-consensual sharing of sexual images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats. Online harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

### **E-Safety Concerns including Sexting**

Sexting is the act of sending sexually explicit messages or images, primarily between mobile phones, although it could be equally done through social networking sites or other online media.

Cyber-bullying is when a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the internet, interactive and digital technologies or mobile phones.

### **E-Safety Protocols at Phoenix Park and Sevenhills Academies (to be read in conjunction with the academies E-Safety Policy)**

Our Academies are committed to maintaining the safety and welfare of pupils with regards to the safe use of the internet both at school and at home. Our academies offers a wealth of information to pupils, staff and parents around keeping safe on the internet through the curriculum, parent support groups and distribution of useful materials.

The school recognises that, whilst this system provides a significant layer of e-safety protection to pupils, no automated system can be 100% successful in blocking all potential risks. Therefore the Designated Safeguarding Lead regularly reviews reports generated by the system to gain a deeper understanding of the types of unsafe behaviours pupils may be displaying whilst using the internet. This include attempts of unsafe internet search criteria or attempting to view inappropriate material linked to abuse, adult content, bullying, criminal activity, radicalisation, substance abuse or suicide.

By gaining this level of information the school is able to offer targeted support and earlier intervention to ensure pupils are as safe as possible whilst using the internet in school and are receiving sufficient support.

The school recognises that children and young people are able to access internet and social media via 3G and 4G from personal devices. In an effort to prepare pupils for everyday life, the school will not enforce a blanket ban on this type of technology but instead will assess the age appropriate nature of this type of access and consider supervision needs on an individual basis. The school will continue to educate all pupils in terms of their roles and responsibilities in keeping themselves safe online as well as where to seek help, advice and support.

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement. To this end, any employee of the school who becomes aware of such an arrangement should refer this via the school's cause for concern process directly to the Designated Safeguarding Lead or a deputy DSL.

## **Looked After Children and previously Looked After Children**

Phoenix Park and Sevenhills academies and Keeping Children Safe in Education September 2018 recognise that pupils who are or have ever been Looked After are known to be particularly vulnerable and agencies will continue to work closely to adequately safeguard them. The Designated Lead for Looked After Children (David Mills ) work in collaboration to ensure the ongoing needs of these individuals are thoroughly met.

## **Pupil Disclosures**

If a child or vulnerable adult chooses to disclose information to you, you **SHOULD**:

Be accessible and receptive

Where necessary ask any clarifying questions using 'Tell me, Explain or Describe...'  
(TED questions)

Listen carefully and uncritically at their pace

Take what is said seriously

Reassure them that they are right to tell

Be clear that you may need to pass the information on to others

Make a careful record of what was said, using speech marks appropriately

You should **NEVER**:

Take photographs of injuries

Examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)

Investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions.

Make promises to children about confidentiality or keeping 'secrets'

Assume that someone else will take the necessary action

Jump to conclusions or react with shock, anger or horror

Speculate or accuse anybody  
Confront another person (adult or child) allegedly involved  
Offer opinions about what is being said or about people allegedly involved  
Forget to record what you have been told  
Fail to pass the information on to the correct person  
Ask a child to sign a written copy of the disclosure or a 'statement'.

### **School's procedures with regards to sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made often quickly and under pressure. In line with the DfE publication 'Sexual violence and sexual harassment between children in schools and colleges- May 2018' The DSL will take a lead role and use their professional judgement, supported by other agencies such as social care and the police in the decision-making process.

As with any other form of safeguarding concern all school staff have a duty to report any concern relating to sexual violence or sexual harassment to the DSL or deputy DSL via the school's 'Cause for Concern' procedure – CPOMS.

If information received indicates a child has suffered, is suffering or likely to suffer significant harm a safeguarding referral will be made to children's social care immediately.

In the event of disclosure, observation or knowledge arising of an incident of sexual violence or sexual harassment the DSL or deputy DSL will immediately refer to the police where a criminal offence is felt to have been committed. Where a criminal offence has not been committed the DSL will work in liaison with children's social care to ascertain the pathway of support to victim and alleged perpetrator. This may include Early Help Assessment.

Parent/carers will be kept informed at all times where it is judged that this will not put the child at further risk of harm.

The victim will never be given the impression that they are creating a problem by reporting sexual violence or harassment.

Confidentiality will not be promised as it will be very likely the concern will have to be shared further.

### **A Safer School Culture**

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

The Academy's whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

### **Safer Recruitment**

When recruiting new members of staff, the school follows the government guidance 'Keeping Children Safe in Education' September 2018 and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.

The school has separate written recruitment and selection procedures in place and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained, qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education September 2018', the school retain a 'single central record' of when the appropriate checks are undertaken in regard to relevant staff.

Safer recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with guidance and best practice principles.

The induction of all new staff, governors, volunteers and students includes requirement to sign that they have read and understood the Child and Vulnerable Adults protection procedures.

Annually all staff are asked to read the Child and Vulnerable Adults protection procedures and again sign to say they have understood it.

All parents are notified of the responsibility placed on the school and staff for Child Protection in the School Prospectus and through an annual letter.

All staff and Governors are required to attend an Introduction to Child Protection training and renew every three years, this may take the form of on-line training.

Staff are encouraged to undertake further Child Protection training as appropriate, following consultation with the Safeguarding Lead.

All relevant DBS and other checks are made for staff, governors, students and volunteers and recorded on the Single Central Record and this is checked on a regular basis.

In line with statutory guidance 'Keeping Children Safe in Education September 2018' all volunteers will also be individually risk assessed by the school to decide whether an enhanced DBS check is required.

## **Information Sharing**

It is acknowledged in 'Keeping Children Safe in Education September 2018' that relevant and timely information sharing between agencies is vital to good safeguarding. The School works with a range of agencies with whom it regularly shares information where relevant. Parent, carer or young person (where 16 and above) consent to share information will be sought except where the school is duty-bound to share this information, for example in the event of safeguarding risk. The school is mindful of the duties placed upon it by the General Data Protection Regulations (GDPR).

Procedures in the event of an allegation against a member of staff or person in school

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

Behaved in a way that has harmed a child or may have harmed a child  
Possibly committed a criminal offence against or related to a child  
Behaved in a way that indicates s/he is unsuitable to work with children

Inappropriate behaviour by staff/volunteers could take the following forms:

Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.

Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Head of Centre immediately. If the complaint involves the head of Centre then the next most senior member of staff must be informed and the Chair of Governors. The head of Centre should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head of Centre should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Head of Centre should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Head of Centre /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

**LADO Contacts: 01472 326118 (ask for a Designated Officer)**

Dave Palmer  
Jill Alderson

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Training and Support**

All staff members should be aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's child protection policy; the school's safer working practice document, the school's whistleblowing procedures and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of the Safeguarding team with school. All the safeguarding team receive Safeguarding supervision. Children's Assessment and Safeguarding Service and the FFAP (Families First Access Point) are also available for advice and support.

Designated Safeguarding staff must have attended the 2-day LSCB Level 2 training, multi-agency Working Together to Safeguard Children and Young People Parts 1 & 2. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the LSCB.

The Head of Centre will attend appropriate safeguarding training at least every three years.

Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.

Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training should be recorded by the school on a separate database.

### **Professional Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. The Academy recognises that the only purpose of confidentiality in this respect is to benefit the child.

## Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018)

**Neglect:** Neglect is 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 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)
  - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

**Physical abuse:** Physical abuse 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.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds  
Fractures  
Bald patches  
Symptoms of drug or alcohol intoxication or poisoning  
Unaccountable covering of limbs, even in hot weather  
Fear of going home or parents being contacted  
Fear of medical help  
Fear of changing for PE  
Inexplicable fear of adults or over-compliance  
Violence or aggression towards others including bullying  
Isolation from peers

**Sexual abuse:** 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 act of sexual abuse as can other children

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge  
Anal or vaginal discharge, soreness or scratching  
Reluctance to go home  
Inability to concentrate, tiredness  
Refusal to communicate.  
Thrush, Persistent complaints of stomach disorders or pains  
Eating disorders, for example anorexia nervosa and bulimia  
Attention seeking behaviour, self mutilation, substance abuse  
Aggressive behaviour including sexual harassment or molestation  
Unusually compliant  
Regressive behaviour, Enuresis, soiling  
Frequent or open masturbation, touching others inappropriately  
Depression, withdrawal, isolation from peer group  
Reluctance to undress for PE or swimming  
Bruises, scratches in genital area

**Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the

child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

Reference: What to do if you are worried a child is being abused (DfE 2018)

**Child Sexual Exploitation:** Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification 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 doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

### **Responses from parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse

Parents request removal of the child from home  
Violence between adults in the household

### **Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child  
Not getting enough help with feeding leading to malnourishment  
Poor toileting arrangements  
Lack of stimulation  
Unjustified and/or excessive use of restraint  
Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries  
Unwillingness to try to learn a child's means of communication  
Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;  
Misappropriation of a child's finances  
Invasive procedures

### **Dealing with a disclosure of abuse**

When a child tells me about abuse s/he has suffered, what must I remember?

Stay calm

Do not transmit shock, anger or embarrassment.

Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this.

State who this will be and why.

Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

Tell the child that it is not her/his fault.

Encourage the child to talk but do not ask "leading questions" or press for information.

Listen and remember.

Check that you have understood correctly what the child is trying to tell you.

Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

Do not tell the child that what s/he experienced is dirty, naughty or bad.

It is inappropriate to make any comments about the alleged offender.

Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

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.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service without delay, by the Head teacher / designated safeguarding lead/staff using the correct procedures as stated in the guidelines.

Form to be disposed of when:

Author's Name and phone number:		Date Completed:	
Service:		Requesting Early Help	Requesting Safeguarding Discussion
Email:		Requesting Children's Disability Service	Requesting Behavioural/SEN Pathway

**SECTION 1 – Initial Meeting with Family (household)** *To be completed by the professional who has identified the need for an assessment.*

*Please complete the following for each child / young person in the household (add additional rows as necessary)*

Full name of each child / young person / family member (inc. parents/carers)	Date of birth (or expected due date if unborn)	PR	Relationship	Male/ Female M/F	Ethnicity (See codes on pg 5)	Religion/First language	Disability (Y/N)	Telephone Number

OFFICIAL (when completed)

<b>Family address, postcode and telephone numbers:</b>								
<b>Family members: Who else is currently involved with the family?</b> (including family that doesn't live in the home)								
<b>Name</b>	<b>Family Member</b> (relationship)	<b>Supporting Who?</b>	<b>Contact details/email address</b>				<b>Consulted in assessment?</b> (Y/N)	
<b>Agencies involved</b> (including all schools, health visitors etc.)								
<b>Agency</b>	<b>Contact name</b>	<b>Supporting Who?</b>	<b>Contact details/email address</b>				<b>Consulted in assessment?</b> (Y/N)	

OFFICIAL (when completed)

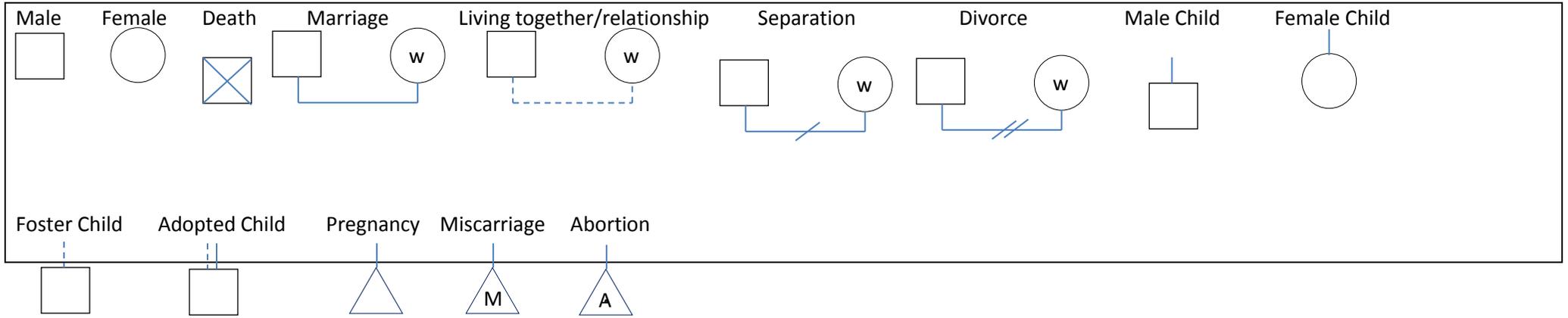
<b>Family Support Network</b> (friends and family that can support the child(ren))				
<b>Name</b>	<b>Relationship</b>	<b>Supporting Who?</b>	<b>Contact details/ email address</b>	<b>Consulted in assessment? (Y/N)</b>

OFFICIAL (when completed)

**Genogram/Family Support Network** (including other significant persons) – See guide to help with completion

Please note, if you are unable to complete this electronically a hand drawn and scanned version is fine. *Please use this to have conversations regarding the quality in the family relationships, who supports who, whose relationship is difficult.*

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OFFICIAL (when completed)

**Information Sharing and Consent**

I understand that the information I have provided to North East Lincolnshire Council regarding my child and family will be recorded and used for the purpose of providing services, support, advice and guidance to my child and family. I agree to my family’s personal information being processed and shared by North East Lincolnshire Council with appropriate partners and organisations to enable them to provide us with services, support, information, advice and guidance in order to achieve a positive outcome for me and my family. North East Lincolnshire Council is the Data Controller for the processing of my personal information and that will process all personal information in accordance with the Data Protection Act.

If your family is assessed as meeting criteria for the National Troubled Families programme, we will share your personal information (including your name and date of birth) with the Department for Communities & Local Government for research purposes. It will not affect your benefits, services or treatments that you get. Your information will be anonymous and handled with care in accordance with the law. We are sharing your information to help improve the services your family and other families receive in the future.

Any information we hold regarding you and your family will be kept confidential, however to ensure the protection and wellbeing of every child, relevant information may be disclosed to appropriate agencies.

<b>Person(s) with Parental Responsibility or young person giving consent</b> (please refer to Fraser competency checklist):	Name:	Signature:	Date:
	Name:	Signature:	Date:
	Name:	Signature:	Date:
<b>Professional Completing Assessment:</b>	Name:	<b>Originating Agency, department and contact details (inc. e-mail address):</b>	

OFFICIAL (when completed)

**Decision Record following Cluster Allocation** (e.g. step up to early help or MASH or step down to Universal Plus or Universal)

*Include named lead to co-ordinate the plan.*

Please e-mail to: [FFAP@nelincs.gcsx.gov.uk](mailto:FFAP@nelincs.gcsx.gov.uk)

OFFICIAL (when completed)

Section 1

## Ethnicity Codes

White – British	<b>WBRI</b>	Mixed White and Black Caribbean	<b>MWBC</b>	Asian or Asian British - Pakistani	<b>APKN</b>	Chinese	<b>CHNE</b>
White – Irish	<b>WIRI</b>	Mixed White and Black African	<b>MWBA</b>	Asian or Asian British - Bangladeshi	<b>ABAN</b>	Any other ethnic group	<b>OOth</b>
White Traveller of Irish Heritage	<b>WIRT</b>	Mixed White and Asian	<b>MWAS</b>	Any other Asian background	<b>AOTH</b>	Refused	<b>REFU</b>
Gypsy / Roma	<b>WROM</b>	Any other mixed background	<b>MOTH</b>	Black or Black British - Caribbean	<b>BCRB</b>	Information not yet obtained	<b>NOBT</b>
Any other white background	<b>WOTH</b>	Asian or Asian British - Indian	<b>AIND</b>	Black or Black British - African	<b>BAFT</b>		

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Author's Name and phone number:		Date Completed:	
Service:		Family Name	
Email:			

SECTION 1a – Mapping	
What are we worried about?	What is working well?
<p><b>Harm</b>– Past or present <b>actual</b> harm which has been proven to have occurred</p>	<p><b>Safety</b>- What has been proven and tested to keep the child safe over time – what have they done when the danger has been present and they have kept the child safe?</p>
<p><b>Complicating factors</b> (including any previous involvements):</p> <p>What is making this problem harder to deal with? What are the behaviours which increase the worry? What don't we know?</p>	<p><b>Existing strengths:</b></p> <p>What is working well for the family in relation to the worries or dangers? What are the best things about the parents and the care of the children? Who supports/help the parents and children, any positive aspects of the situation (best questions)</p>

OFFICIAL (when completed)

**SECTION 1b continued – Analysis and Safety Planning** – *Danger/Worry statements and Safety Goals should be themed per worry i.e. Domestic Abuse, Neglect, Health issues, School Attendance etc....*

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Section 2



**SECTION 2 Review or Multi-Agency Review (if appropriate)**

*To be completed by the reviewing professional alongside a review of the family plan. For each review copy and paste*

<b>Safety/Family Plan</b> <b>What are the family members going to do to ensure bottom lines are met (SMART goals)</b>		
<b>How? Specific achievable and realistic</b>	<b>Who?</b>	<b>By When –state Date/month</b>
<b>Multi agency plan (has any interventions been identified, if so what and by who to support the family to support themselves )</b>		
<b>Interventions/review dates</b>	<b>Who by – agency/professional</b>	<b>By when plus date of commencement</b>

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Please record if the family meet more than one of the 6 troubled families criteria below:		
<b>If the child, young person or adult is involved in crime or anti-social behaviour</b> <input type="checkbox"/>	<b>If the adult or young person is out of work, at risk of worklessness, or at risk of financial exclusion</b> <input type="checkbox"/>	<b>If the adult, child, or young person has a health problem or a range of health problems</b> <input type="checkbox"/>
<b>If the child or young person; is not attending school regularly, has been excluded, is home educated, has been presented at the Behaviour and Attendance Collaborative (BAC), or attends an Alternative Provision</b> <input type="checkbox"/>	<b>Child is assessed as needing early help, a Child in Need, subject to a Child Protection Plan, Looked After, reported as missing, at risk of Child Sexual Exploitation (CSE) or Harmful Sexualised Behaviour (HSB), or a young carer</b> <input type="checkbox"/>	<b>If a person in the family is experiencing or perpetrating domestic violence/abuse</b> <input type="checkbox"/>

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## Evidencing of the Voice of the Child

Please provide an example of a case you have worked, or are still involved with where there is a strong evidence of your direct work with the child leading to a positive difference/improved outcomes for them.

<b>System No:</b>	
<b>Age of Child:</b>	
<b>Team:</b>	
<b>Social Worker:</b>	

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Section 2

**Please provide a very brief background into the reason you began work with the child:**

**Describe the tools you used to capture the child's voice, i.e., 3 houses during direct work etc.; and explain what the child said they wanted to happen, ie, their wishes and feelings:**

**Explain how the child was involved in decisions affecting them?**

**Explain the actions that were taken as a result of the child's wishes and feelings:**

**Give a description of the difference made/ successful outcomes achieved for the child as a result of their wishes and feelings listened to and acted upon, and provide details on the child's views on how things had improved:**

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Section 2

Author's Name and phone number:		Date Completed:	
Service:		Family Name	
Email:			

OFFICIAL (when completed)

Section 2

### Section 3 Request for a Safeguarding Discussion

Please use this section if a decision has been made to step the case up to FFAP

If the child has a visible injury please contact FFAP immediately on 01472 326292 option 2 and then complete the body map located on the back page of this form.

**CONSENT IS NOT REQUIRED IF THE CHILD HAS BEEN HARMED WHICH MAY HAVE BEEN CAUSED BY THE PERSON(S) WHO CARES FOR THE CHILD.**

Please ensure as far as possible that previous sections of this form have been completed to capture worry statements, complicating factors, scaling of worries etc... prior to referral to FFAP

**Given all of the information contained within this Early Help Assessment, what piece of information has triggered this referral to FFAP? (Please attach up-to-date mapping of case, voice of the child etc.)**

#### CONSENT

I agree to the information in this report being provided to the FFAP and for them to share information with other relevant service providers in order to achieve a positive outcome for the needs of my child.

**PARENT/GUARDIAN - SIGNATURE:**

**DATE:**

If consent has been refused, but you still want to proceed with the referral, please outline the reasons why it is necessary and proportionate to make this referral without consent in the space provided below.

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Section 3

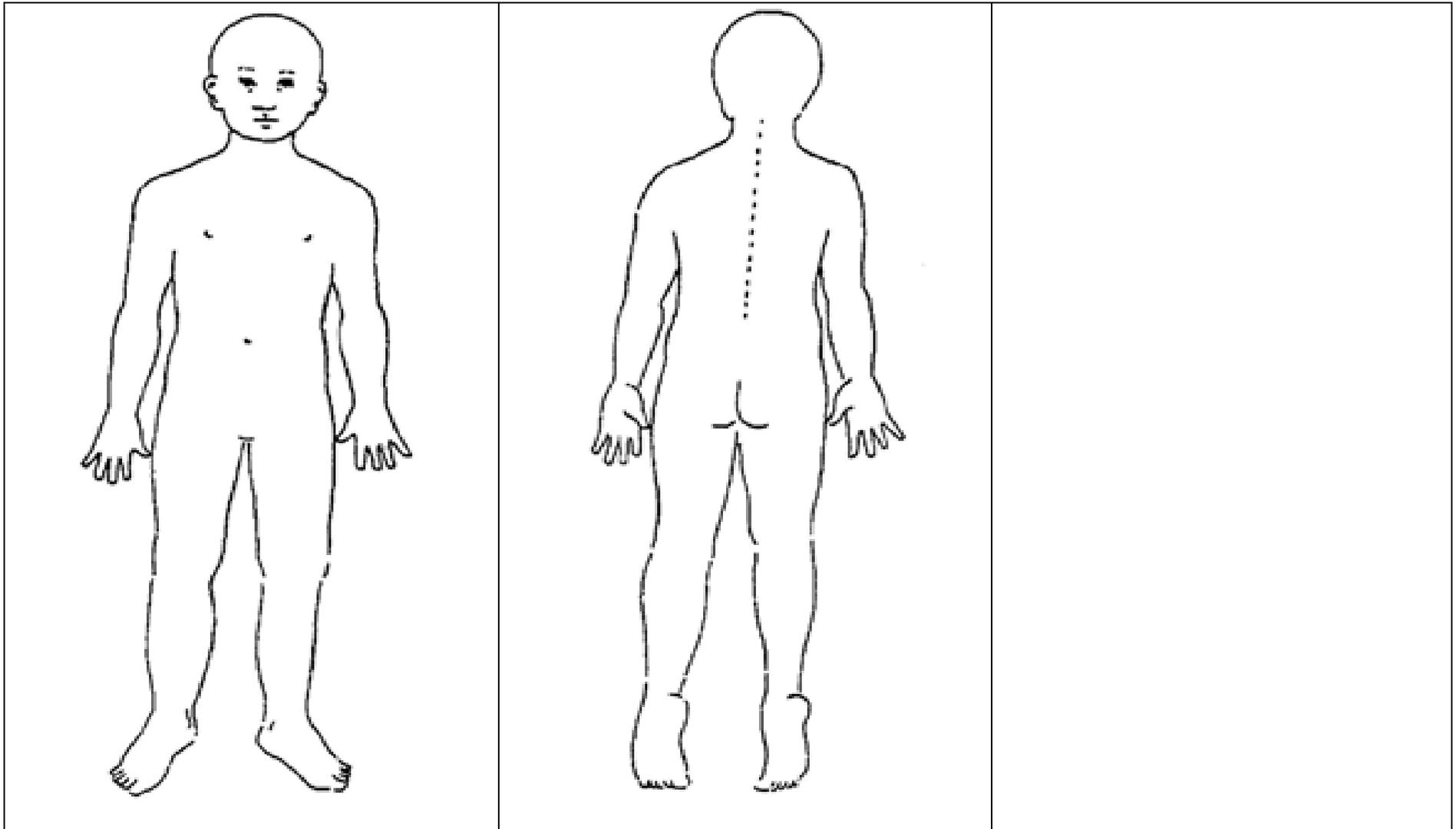
Where appropriate, has the child consented to the referral?

**MARK THE AREA OF THE BODY WHICH HAD THE INJURY**

FRONT	BACK	Description of injury. (size, shape, colour);
-------	------	-----------------------------------------------

OFFICIAL (when completed)

Section 3



Please e-mail to: [FFAP@nelincs.gcsx.gov.uk](mailto:FFAP@nelincs.gcsx.gov.uk)

OFFICIAL (when completed)

Section 3

**Feedback Sheet** (to be completed by the practitioner completing the assessment)

*Your thoughts on how we can improve this process and form are important to us. Please provide feedback by answering the following questions:*

<b>Name and agency of person giving feedback:</b>	
<b>Do you feel that the information the form is asking for is clear?</b> (please explain your answer)	
<b>Do you feel the process of Early Help assessment is clear?</b> (please explain your answer)	
<b>How could the Early Help assessment process and form be improved?</b>	
<b>Are there any aspects of the Early Help assessment process that you feel you would benefit from additional guidance or training on?</b>	

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Section 4

## About us

A warm welcome to all visitors



Please can you ensure you sign in at reception as a security measure.

In the event of an emergency please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble on the main playground to the rear of the school.

We pride ourselves on being a well-organised school with high expectations of behaviour.

If you need to access our Behaviour Policy, and how it impacts on the day-to-day management of pupils, it can be located in the Head of centre's office.

If you have any concerns around behaviour then please refer them to the Executive Principal - Phil Hutchinson.

If you have any concerns regarding Child Protection then please refer them to Rachel Patchett the designated lead for child protection or the Head of Centre.

We hope you have an enjoyable visit to the academy school.

## The School Day

Breakfast Club at 0845-0900

KS2 Break 1030-1050

KS3 Break 1100-1120

KS4 Break 1045-1100

KS2 Lunch 1200-1240

KS3 Lunch 1210-1250

KS4 Lunch 1230-1300

### Academy closes:

KS2 and KS3 14:30

KS4 14:45

Monday - Thursday

1300 Friday

Times of lessons vary across key stages, for information about specific classes, please ask at reception.

### SAFER RECRUITMENT CHECKLIST

<b>FULL NAME</b>		
<b>D.O.B.</b>		
<b>N.I.N.O.</b>		
<b>DBS NUMBER &amp; DATE</b>		Original certificate seen YES / NO Seen by:
<b>DBS BARRED LIST CHECK</b>	Date checked and by whom:	
<b>TEACHER PROHIBITION LIST CHECKED</b>	Date checked and by whom:	
<b>SECTION 128 CHECK COMPLETED</b>	Date checked and by whom:	
<b>IDENTIFICATION SEEN</b>	Please include serial numbers and take photocopy	Date checked: Checked by:
<b>CHILDCARE DISQUALIFICATION DECLARATION</b>		Date checked: Checked by:
<b>WORK PERMIT / VISA REQUIRED?</b>	Include date of expiry if applicable	Date checked: Checked by:
<b>FOREIGN NATIONAL?</b>	Proof of no convictions in home country required. Take photocopy	Date checked: Checked by:
<b>WORKED ABROAD IN THE LAST 5 YEARS?</b>	Proof of no convictions on leaving country required. Take photocopy	Date checked: Checked by:
<b>TEACHER NUMBER</b>		Date checked: Checked by:
<b>QUALIFICATION EVIDENCE</b>	Details of relevant qualifications. Take photocopy of certificates.	Date checked: Checked by:
<b>REFERENCES RECEIVED FROM</b>	Ensure last 5 years covered	
<b>EMPLOYMENT START DATE</b>		
<b>POSITION</b>		
<b>PERSONNEL RECORD CREATED</b>		
<b>S.C.R. UPDATED</b>	Updated by:	

## M.A.C.E Risk Assessment and Management Tool



Child/Young Person's Name / Alias / Known As		Date of Risk Assessment	
Case open to LA	Universal <input type="checkbox"/> CAF <input type="checkbox"/> CASS <input type="checkbox"/> Through Care <input type="checkbox"/>	Age / DOB Address	
Lead Professional		Looked After	
Regular Missing Person?		Reported or not reported?	
Person/s of PR		Legal status	
Ethnicity		Gender	
Language Spoken		Physical/Learning Disabilities	
If other agencies are involved please list them here		Has sexual exploitation previously been identified as a specific issue for this child? Please provide details	

Vulnerabilities (consider protective factors and resilience)	Please score 1 for each relevant statement, identifying as much detail as known and source of information	Vulnerabilities	Please score 1 for each relevant statement, identifying as much detail as known and source of information
Emotional neglect by parent/carer/family member		Family history of domestic abuse	
Physical abuse by parent/carer/family member		Family history of substance misuse	
Sexual abuse		Family history of mental health difficulties	
Breakdown of family relationships – Rationale for decision		Low self-esteem – Rationale for decision	

Vulnerabilities	Score 1 if present on date of assessment or within a month of the last assessment
Unsuitable/inappropriate accommodation – Rationale for decision	
Isolated from peers/social networks – Rationale for decision	
Lack of positive relationship with a protective/nurturing adult – Rationale for decision	

<b>Moderate risk indicators – Rationale for decision making and sources of information to be given for all scores.</b>	<b>Score 1 if present on date of assessment or within a month of the last assessment</b>
Staying out later than expected or agreed	
Multiple callers (unknown adults/older young people) – (record details i.e. description/names etc) (refer to information log)	
Unusual or increased use of a mobile phone that causes concern	
Expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression)	
Sexually Transmitted Infections (STI's) and request for contraception	
Pregnancy Terminations (How many, when and name of suspected father)	
Peers involved in sexual exploitation/ Perpetrators linked to the child	
Drugs misuse	
Alcohol misuse	
Unusual or increased use of the internet that causes concern	
Offending behaviour that could be directly linked to CSE – direct examples of links must be provided	

<b>Significant Risk Indicators - Rationale for decision making and sources of information to be given for all scores.</b>	<b>Score 1 if present between 3 and 6 months ago</b>	<b>Score 5 if present on date of referral or during past 3 months</b>
Periods of going missing overnight or longer		
Has on older boyfriend and/or relationship with controlling adult that is CSE related (record details i.e. name, dates, occupation/description etc)		
Physical abuse by a controlling adult or older boyfriend including sexual acts		
Emotional abuse by a controlling adult or older boyfriend		
Entering/leaving vehicles driven by unknown adults – record details i.e. reg no./description etc		
Unexplained amounts of money, expensive clothing or other items		
Frequenting areas known for on/off street sex work		
Living independently and failing to respond to attempts by worker to keep in touch		

<b>Please include a rationale for what you have scored and any additional information not scored</b>			
<b>Pre-MACE decision making</b>			
<b>Risk score</b>	<b>Assessment</b>	<b>Risk Category</b>	
<b>Is the score above 35</b>		<b>Date escalated to MACE Operational Meeting</b>	
Name of worker completing assessment		Agency and contact details	

**THIS RISK ASSESSMENT WITH TASK AND ACTIONS IS NOT TO REPLACE THE CHILDS EXISTING STATUTORY PLAN. THIS MACE PROCESS HAS BEEN INSTIGATED TO UTILISE RESOURCES AND LEGISLATION FROM PARTNER AGENCIES TO HELP ENHANCE THE CHILDS STATUTORY PLAN TO SAFEGUARD THE CHILD FROM CSE PERPETRATORS. PLEASE REFER TO THE CHILDS STATUTORY PLAN WHICH TAKES IN TO CONSIDERATION THE VIEWS OF THE CHILD, DIVERSITY AND CULTURAL NEEDS.**

**THE BELOW TABLE SHOULD INCLUDE TASKS, ACTIONS AND UPDATES FROM MACE PANEL ONLY AGENCIES SHOULD NOT RECORD DETAILS OF THE CHILD'S CARE PLAN IN THIS SECTION.**

The above prompts are not exhaustive and must not be used as a generic plan. Any action specific to the child or young person being assessed should be added to meet the individual needs of the child or young person.

**Category 1 – Low risk of sexual exploitation (score 0-10)**

Contact YPSS Young & Safe Vulnerability Team with regards to information and support on 01472 325252

ACTION	NAME ALLOCATED TO	DATE COMPLETED	OUTCOME

**Category 2 – Medium risk of sexual exploitation (score 11-19)**

Contact CAF team with regards to advice, information and support 01472 326422.

**Category 3 – High risk of sexual exploitation (score 20+)**

Contact MASH with regards to information, make a referral 01472 325555

### Practice Guidance for working with CSE/CCE

The following guidance is to be used when completing the MACE Risk Assessment & Management Tool. The tool is designed to identify, assess and manage levels of risk for children and young people. It should be a multi-agency tool that is reviewed at least monthly.

Any identified risk must always be evidenced with the source of information, date received and descriptive narrative of the impact this risk has on the child or young person. Information should be child specific and relate directly to the individual needs of the subject.

The outcome of the tool should be a needs led protection plan that identifies all areas of need and specific tasks to manage and reduce such risk, tasks need to be accountable to individuals with realistic timescales attached. This plan should **NOT** be a stand-alone plan and should be integral to any CAF, Child in Need or Child Protection Plan.

MACE Risk Assessment and Management Tools will be presented to the MACE Risk Assessment and Management Meeting on the last Friday of each month, these will be completed by the lead professional and sent electronically to [MACEpanel@nelincs.gcsx.gov.uk](mailto:MACEpanel@nelincs.gcsx.gov.uk) All risk assessments will be updated, endorsed and actioned within the meeting. They will then be distributed to be added to the child or young person's electronic record by the designated professional.

Any child or young person who scores 35 and above will be escalated to be discussed at the next MACE Operational Group for senior management oversight and decision making.

## **HSB – Initial Response**

**Sexual incident occurs within the school setting**



**Designated staff to record the incident on CPOMS:**

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
- What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
- What was the context within which the behaviour occurred?



**Complete the AIM Checklist; AIM Education Guidelines;**

- Two members of staff to complete the Traffic light Tool; designated CP lead to be one member
- Use the cause for concern sheet to inform the checklist
- Contact NELC HSB Team, MASH or NSPCC for advice and guidance
- Update CPOMS with the outcome/action



**Checklist outcome and response**

## **Concern Route (HSB)**

### **Concern Route Criteria**

These behaviours tend to go beyond normal exploration and experimentation generating a concern that indicates a problematic or harmful sexualised behaviour. The examples given are not exhaustive and any sexual behaviour that is considered inappropriate, after discussion with the line manager should be considered for referral to the HSB Panel. Professionals should use the Harmful Sexualised Behaviour Traffic Light Tool to aid identification of need.

Where concerns are around a child or young person who is below the age of criminal responsibility (under 10 years) the question of prosecution will not arise. Nevertheless, when an allegation is made, it is still important that the behaviour is reported and decisions made as to whether it is appropriate for an AIM assessment to be undertaken and/or the most appropriate course of intervention for the child and any alleged victim.

Where a child or young person displays sexually inappropriate behaviour but where there is no actual complaint or specific incident, HSB referral route should be followed. . A multi-agency decision will be taken as to whether an AIM assessment (Concern Route) should be completed.

Where a decision has been made through the Criminal Justice Route that No Further Action should be taken, the Concern Route should be followed.

### **Concern Route Process**

If any worker from any agency considers that the behaviour of any young person (of any age) is a cause for concern (in terms of sexually harmful behaviour) the Harmful Sexualised Behaviour Traffic Light Tool to aid assessment will be completed by the agency concerned. Whilst this tool supports assessment, it is not exhaustive and there needs to be a level of professional judgement when undertaking the Traffic Light Tool. Practitioners are advised to discuss assessment outcomes with line managers in supporting professional decision making.

If the traffic light tool indicates a Red concern professionals should speak to their line manager, record the incident and seek advice and guidance from HSB panel or follow safeguarding procedures and refer through to MASH for further advice and guidance. .

MASH or HSB Panel will determine if the child or young person is (a) **not** currently receiving a service and (b) meets the criteria for consideration for an assessment or intervention. .

MASH or HSB referral route will ensure that the referrer is made aware of the AIM process and will, using the "Criteria for Referral" agree whether the case is appropriate to be taken to HSB Panel for consideration for assessment or intervention. . HSB panel meets monthly and considers referrals and pathways. If professionals have safeguarding concerns in relation to a case they should seek advice and guidance through MASH in relation to immediate safeguarding concerns.

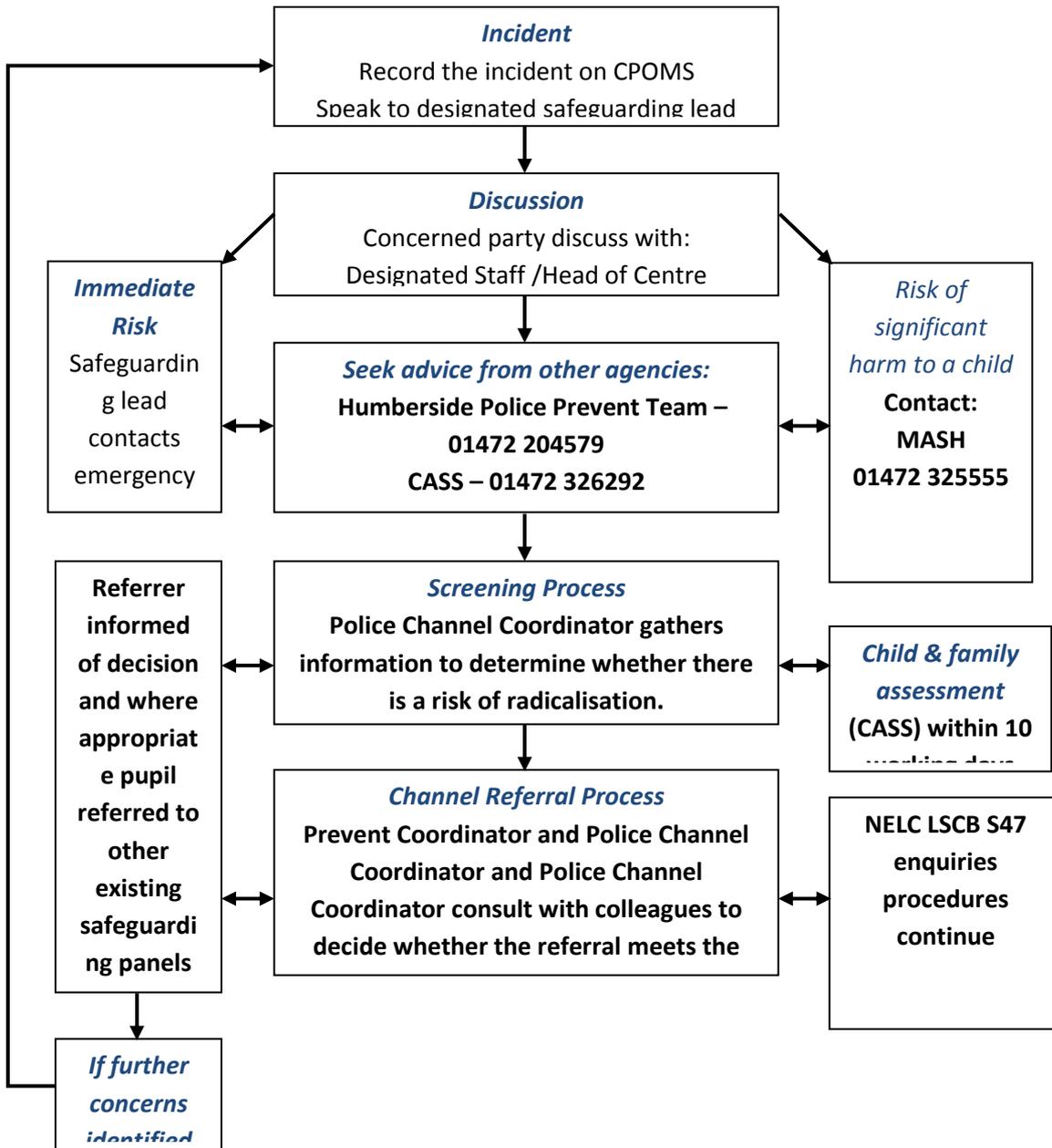
The purpose of the HSB panel meeting will be for all agencies to share relevant information and to develop an interim risk management plan / care plan. In addition, the meeting will decide whether a full AIM assessment is considered

appropriate or appropriate level of support offered through intervention services and review cases to ensure outcomes are achieved and risk is reduced  
Where the AIM assessment criteria, has not been met, the child / young person and family will be supported through universal / multi-agency The Single Assessment and Plan.

Should an AIM assessment be considered appropriate then the lead agency for completion of the assessment will be determined at the HSB panel and workers allocated to complete the assessment. The assessment will be completed within agreed timescales and will report back to HSB panel for multi-agency decision to be made regarding next steps. .

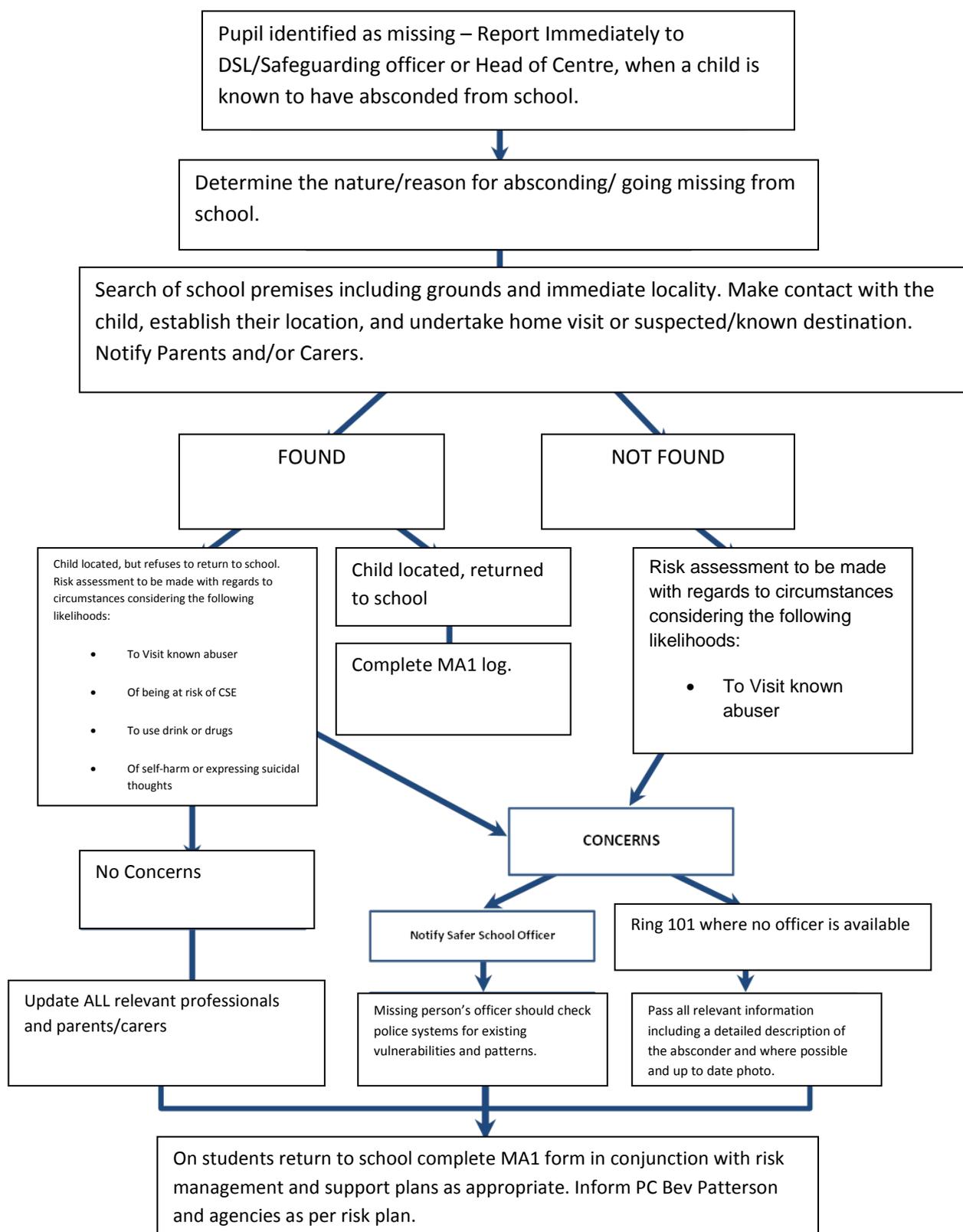
## Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



## Missing from School Response Checklist

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)



### **Key Persons and Contact information**

<b>Name</b>	<b>Role</b>	<b>Academy</b>	<b>Contact Number</b>
Phil Hutchinson	Executive Principal	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412
Neil Swain	Executive Vice Principal	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412
David Mills			
Rachel Patchett	Designated Safeguarding Lead (DSL)	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412 TEL: 07908404087
Kelly Spence	Deputy DSL	Phoenix Park Academy	TEL:232597
Phil Burns		Park House and SEMH Unit	
Donna Kaye	Deputy DSL	Sevenhills Academy	TEL: 322079
Theresa Matthews			
Jo Indian	Deputy DSL	Phoenix Park Academy	TEL:351412
Harriet Barber (KS2)		Phoenix House	
Tina Tomlinson (KS3)			
Liz Pickett	Safeguarding Governor	c/o NSPCC, Grimsby	TEL:803500

