



orchard  
Education

## Safeguarding & Child Protection Policy

“Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children. Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who encounters children and their families and carers has a role to play in safeguarding children. 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.”

**Keeping Children Safe in Education (KCSiE) DfE September 2021**

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## Child Protection Policy

Our named Designated Safeguarding Lead (DSL) is Lena Griffin, a member of our senior leadership team.

All staff who work for or represent The Orchard School take as our first priority the responsibility to safeguard and promote the welfare of its learners, 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 learners who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply to all members of the school community including learners and visitors/contractors. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PSD/PSHE (personal, social and Health development) and within the safety of the physical environment provided for the pupils. Learners are taught about situations that could pose a risk and how to get help when they need it.

**We will always act in the best interests of the learner.**

## Safeguarding & Child Protection Policy

The Safeguarding and Child Protection Policy will be reviewed annually and ratified by the Orchard Senior Management Team or as events/legislation requires

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	School Staff
2021/2022	Lena Griffin (Level 3 trained)	Stuart Dainty Matt Maidens (Level 3)	All School staff level 2 trained

### **Designated Safeguarding Lead – Contact Details**

Email [lgriffin@orchardhumber.co.uk](mailto:lgriffin@orchardhumber.co.uk)

Telephone 01472 898498

**Mobile for urgent enquires (including out of hours support) – 07508046859**

The school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children.

- It is everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school 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 always consider what is in the best interests of the child. (KCSiE 2021)

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 school will fulfil local and national responsibilities as laid out in the following documents:

- [Keeping Children Safe in Education- Statutory guidance 2021](#)
- [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 \(Safer recruitment Consortium, May 2019\)](#)
- [North East Lincolnshire's LSCB](#)
- [North Lincolnshire's LSCB](#)
- [Children Act 1989 as amended July 2021](#)
- [The Education Act \(2011\) Equalities impact assessment](#)
- [Teachers' Standards \(publishing.service.gov.uk\)](#)
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Female Genital Mutilation Act 2003](#)
- [Serious Crime Act 2015](#)
- [Child Sexual Exploitation DfE guidance - February 2017](#)
- [Children Missing in 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.

Details of local safeguarding arrangement within North East Lincolnshire can be found at:

[www.safernel.co.uk/nelsafeguarding-children-partnership/](http://www.safernel.co.uk/nelsafeguarding-children-partnership/)

## 1. 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 children 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 children in the following ways:

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

## 1.1 In-school procedures for protecting children

### All staff will:

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2021 Inc. annex A)
- Be familiar with the school's Safeguarding policy including issues of confidentiality.
- Remember that the child's welfare and best interests must always be the paramount consideration.
- Will reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Never promise to keep a secret or confidentiality where a child discloses abuse.
- Be alert to signs and indicators of possible abuse. (Ref: Appendix 1) for current definitions of abuse and examples of harm.)
- Record concerns on a electronic portal Cpoms (Ref: Appendix 3). Orchard utilise secure software (CPOMS) to monitor all student issues.
- Deal with a disclosure of abuse from a child in line with the recommendations in (Ref: Appendix 2). These must be passed to one of the Designated Staff immediately, followed by a written account (CPOMS). 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 or contractors.
- 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).

## 2. Responsibilities of the Designated Safeguarding Lead/Officer

- Our named Designated Safeguarding Lead (DSL) from our senior leadership team with lead responsibility and management oversight/accountability for child protection is Lena Griffin.
- The DSL is supported by the following appropriately trained designated staff:  
  
***Matthew Maidens - (Level 3 trained)***  
***Stuart Dainty – (Level 3 trained)***
- 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.
- Where injury may have occurred with visible evidence, School/DSL may take a photograph of the injury. This photographic record will be recorded on the CPOMS

secure safeguarding portal should it be required for evidential purposes. This will be the record kept by School and only be made available to the designated safeguarding lead.

- The DSL is responsible for referring all cases of suspected abuse to The Integrated Front Door (IFD) or duty advice team 01472 326292. KCSiE (DfE 2021) 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 should be done by appropriately trained designated safeguarding staff.
- 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.
- Any worry or concern should be recorded via our CPOMS secure portal. This gives effective date and time stamping and offers multi-layer security.
- Each learner who attends the school will have a child protection record using the CPOMS portal. For some children, this single record will be the only concern held for them over their time in the school. For others, further information may well be accumulated, often from a variety of sources, over time. Orchard School use the secure CPOMS portal for managing this information.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the establishment, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g., child protection conference notes, should be duplicated for each file.
- Access to these files by staff other than the designated staff will be restricted.
- 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/safeguarding 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. Details of training will be held on the schools (SCR)

- 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.
- The DSL has ultimate responsibility for updating staff with any safeguarding updates and changes. This will be done with regular safeguarding briefings. There will also be an item within each meeting set aside for safeguarding updates.

## **2.1 Raising Awareness**

- The DSL should ensure all policies are used appropriately:
- Ensure the school's Safeguarding policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with proprietors regarding this.
- Ensure the Safeguarding policy is on the school's website, available publicly and parents know 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.

## **2.2 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:
- All completed child protection concern referrals
- 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 FFP, 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, Single Assessments risk assessments etc.

- Each CPOMS file will contain a chronological summary of significant events and the actions and involvement of the school.
- Where children leave, the school 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.
- 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.
- If a child 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.
- If a child 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.
- 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.

### 2.2.1 Archiving

Responsibility for the child record once the child leaves the school

- The school that the child 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 FFP or IFD. If no referral has been made to FFP or IFD, 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 Directors. 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.

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

- Under the General Data Protection Regulation (May 2018), a child 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 to 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 IFD/Social care, 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.

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

- Where records have been identified for destruction, they should be disposed of 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 General Data Protection Regulation (May 2018) 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.

## **3. Information sharing**

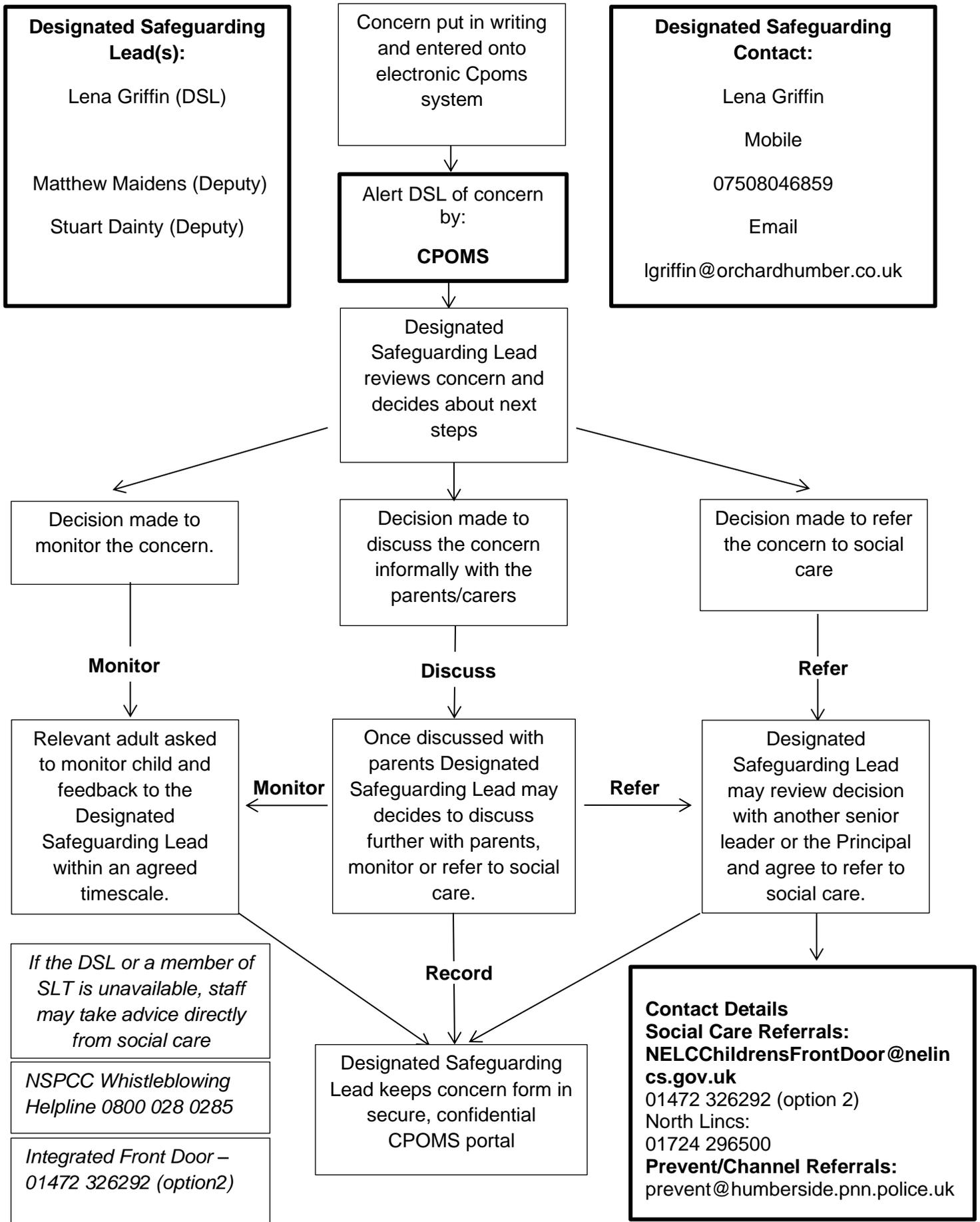
- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, Police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the IFD 01472 326292.
- 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 FFP/IFD Safeguarding Hub on 01472 326292.
- In accordance with General Data Protection Regulation (May 2018), 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, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

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

## FLOW CHART FOR RAISING SAFEGUARDING 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.safernel.co.uk/>

## **5. 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 MASH/ IFD 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 Safeguarding policy through: School website, newsletters etc. A safeguarding/child protection statement is prominent in the school foyer/reception area.

### **5.1 Multi-agency work**

- We work in partnership with other agencies in the best interests of the children. Therefore, the School will, where necessary make referrals to Children's Social Care. Referrals (contact) should be made, by the Designated Safeguarding Staff, to Integrated Front Door (IFD) on 01472 326292 - 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. If no direct contact can be made referrals will be made via IFD 01472 326292.
- We will co-operate with IFD 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.

## **6. 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.

### **6.1 The Curriculum**

Our school curriculum encompasses safeguarding for children and teaches them how to stay safe by providing education in the following areas

- Relevant issues will be addressed through the PSHE/Talkabout and ICT curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying, knife crime and drug and alcohol misuse.
- Relevant issues will be addressed through other areas of the curriculum.
- Further targeted work is addressed on an individual basis dependant on circumstances at that time.
- As elements of the curriculum may cause undue anxiety the school will consult with parents to establish suitability of certain elements.

KCSiE (2021) has updated resources to help teachers to teach children and young people about safeguarding, including online safety.

### **6.2 Other areas of work**

#### **Mental Health Support:**

As part of the school's package to prevent and tackle bullying and support young people whose mental health problems manifest themselves in behaviour, we have gained the expertise of our onsite therapist who works for Fortis. She can work with our children on a variety of concerns that include:

- Bullying
- Abuse
- Adverse Childhood Experiences
- Underlying SEN needs
- Social, emotional and mental health (SEMH) needs
- Emotional dysregulation

The work carried out includes:

- CBT Therapy
- Emotional support
- Play therapy
- Art therapy

All our policies that address issues of power and potential harm, e.g. Bullying, will be linked, to ensure a whole school approach.

Our Safeguarding 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.

## **7. Our role in supporting children**

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

### **7.1 Children with additional needs - SEND**

The school 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. Staff will receive additional support to recognise that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability. Further clarity in this area is given in the revised KCSiE 2021 guidance.

School recognises that learners with SEND needs may be at higher risk of peer group isolation. Close mentor support is made available and management will follow strict monitoring guidelines through the incident management and reporting system (CPOMS) to highlight any additional signs, needs or triggers.

- **This includes a disproportionate impact of bullying.**

School also recognises that SEND learners may find it more difficult to communicate thoughts and feelings and the school environment is based around a nurture and strong mentoring support package. Each learner will be able to access key workers/staff with supports available in all classes in addition to any supplementary support (1:1 workers etc)

Each SEND learner will access 3 'safe faces' who will be key members of staff available to support when required.

We also recognise that parental support plays an essential part of the support network that the school provides. Often school can be available to support and advise parents and students. This support continues outside of school hours and during school holidays. School provides out of hours contact for the parents to access in order to provide essential support where necessary. Pastoral support is always available, and school will also utilise independent support from Fortis Therapy who will be available for drop -in sessions or more direct work.

Where staff have a mental health concern about a child that may also be a safeguarding concern. They should raise the issue with the Designated Safeguarding Lead

### **7.2 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)
- bullying including cyber bullying
- 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
- Sexual violence
- Peer on peer abuse
- teenage relationship abuse
- trafficking and CCE

### **Elective home education:**

Many Children have positive experiences of home education, but for some children it means they are less visible to services that are there to keep them safe and supported.

If a parent or carer expresses their intention to educate a child at home the Local Authority (LA), school and other key professionals will work together to coordinate a meeting with the parent or carer. This is particularly important if a child has a special educational needs and disabilities (SEND), is vulnerable or has a social worker.

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>,  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **7.3 Children and court system**

Children in the justice system often have multiple and complex needs. Where possible, we should seek to divert children from the justice system entirely and address these needs. For those who do offend, our core focus must continue to be rehabilitation, tackling the underlying causes of youth offending, and delivering a system that gives children the support they need to break the cycle of offending and build productive and fulfilling lives.

At the Orchard we believe that supporting young people to make the right choices and to seek rehabilitation support where needed is the principle factor in ensuring a safe and prosperous future that prevents criminalisation of our young people where possible. We support this ethos within our British Values, Curriculum (including Culture club, PSHE and Talkabout) and within our restorative culture in all provisions.

Further information on youth justice can be found here:

[Standards for Children in Youth Justice Services 2019](#)

## **7.4 Children with family members in prison**

At the Orchard we recognise that children who have family members in prison can feel isolated and ashamed. Often young people will not speak about it in fear of being bullied.

Often these children can be overlooked, and which prevents them from accessing the support the desperately need to have a better chance in life. We provide welfare support to our children and their families and will liaise with outside agencies to ensure the best package of support is provided to them. We also support them by creating a culture and ethos within our school that promote acceptance, tolerance, and compassion. This culture is supported by our British Values, our curriculum package (including culture club, Talk about, PSHE) and within our restorative ethos across all sites.

We will liaise with outside agencies to ensure our children receive the best support available and will support our children to manage their challenging emotions and responses to difficult situations.

Prison Advise and Care Trust (PACT) is a charity that provides support to prisoners, people with convictions and their families. They Build stronger families and safer communities, Reduce the risk of harm to prisoners and their families, remove barriers and increase awareness in public services, and influence commissioning, policy and legislation.

Further information and support on Children with family members in prison can be found below here:

[Children with a parent in prison](#)

[Prison advice and care trust](#)

## **7.5 Children Missing from home or care**

Safeguarding and promoting the welfare of children is a key duty of local authorities or any agency that is working with young people. There are no confirmed figures of children who go missing, but there is evidence to suggest the figure is in the region of 100,000 per year. Children may run away from a problem or abuse or neglect in the home. They may be coerced into leaving and be victim to exploitation such as CCE/CSE, violent crime and gang exploitation. Over 25 percent of children who go missing are at risk of serious harm.

Looked after Children who go missing are particularly vulnerable. There have been reports that children in these circumstances were not being adequately safeguarded. 'The Joint All Party Parliamentary Group (APPG) Inquiry on Children Who Go Missing from Care and the accelerated report of the Office of the Children's Commissioner's on-going inquiry into Child Sexual Exploitation in Gangs and Groups. Key issues identified suggested that:

- Children in residential care are at particular risk of going missing and vulnerable to sexual and other exploitation; and
- Local Safeguarding Children Boards have an important role to play in monitoring and interrogating data on children who go missing.

At the Orchard we work closely with local authorities and agencies who provide care for CLA children and ensure we work collaboratively to support our Children in accessing safe environments both in school and outside school.

Further advice and guidance can be found here:

[Children missing from home and care](#)

## **7.6 Homelessness**

16- and 17-year-olds who are homeless or threatened with homelessness are likely to be vulnerable and will often be at risk of harm in the absence of intervention. Safeguarding and promoting their welfare should be central to service provision. If there is any concern that a child may be suffering, or likely to suffer, significant harm then local safeguarding procedures must be followed. The statutory guidance 'Working together to Safeguard Children' sets out what is expected of organisations to safeguard and promote the welfare of children (DfE, 2018)

Children aged 16 and 17 can be housed under the Housing Act or Children Act. The piece of legislation they are housed under will affect what support they are entitled to, where they are housed and whether the local authority has owed them a corporate parenting duty. However, some young people are not always housed under the correct legislation which can impact on a young person's opportunities and support they are entitled to ([www.homeless.org.uk](http://www.homeless.org.uk), 2021).

[Just for kids law for homelessness](#)

[Homelessness.org](http://Homelessness.org)

[Ministry of Housing, Communities & Local government, 2018](#)

## **7.7 Missing children and adults**

'Every year an estimated 200,000 people go missing in the UK. In some cases, missing adults may have made a choice to leave and 'start their lives over again', but the vast majority of missing people, children and adults, are vulnerable and need protection and support.

As well as the children and adults who go missing, hundreds of thousands of relatives and families are affected and, in the worst cases, families can be left for years or more wondering what has happened to loved ones who, in some cases, may never return'

This strategy outlines three key objectives which are:

- Prevention - reducing the number of people who go missing, including through prevention strategies, education work and early intervention in cases where children and adults repeatedly go missing
- Protection - reducing the harm to those who go missing, including through a tailored, risk-based response, and ensuring agencies work together to find and close cases as quickly as possible at a local and national level
- Provision - providing support and advice to missing persons and families by referring them to agencies promptly and ensuring they understand how and where to access help (Missing Children and Adults Strategy, 2011).

At the Orchard we pride ourselves on effective communication and work collaboratively with outside agencies to ensure that effective strategies are implemented to support our children.

More information can be found here:

[Missing children and adults' strategy](#)

## **7.8 Human Trafficking and modern slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

- Human trafficking consists of three basic components: action, means and purpose of exploitation. All three components must be present in an adult trafficking case; for child trafficking the 'means' component is not required.
- In human trafficking cases, exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and removal of organs.
- Some people may not be victims of human trafficking but still victims of modern slavery if they have been subject to slavery, servitude and forced or compulsory labour.
- Human trafficking is not the same as human smuggling. There are common myths about modern slavery, such as misconceptions that UK nationals cannot be victims and that a person cannot be a victim if they reject offers of help.

The essence of human trafficking is that the victim is coerced or deceived into a situation where they are exploited. Article 4(a) of the Council of Europe Convention on Action against Trafficking in Human Beings (the Convention) defines 'human trafficking' as: "the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. Human trafficking consists of 3 basic components: action, means and purpose of exploitation.

## Components of adult trafficking

Components of adult trafficking	What it means
<b>Action</b>	recruitment, transportation, transfer, harbouring or receipt, which includes an element of movement whether national or cross-border, which is achieved by a...
<b>Means</b>	threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability; for the purpose of
<b>Exploitation</b>	for example, sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, removal of organs

## Components of child trafficking

Components of child trafficking	What it means
<b>Action</b>	recruitment, transportation, transfer, harbouring or receipt, which includes an element of movement whether national or cross-border, which is achieved by a...
<b>Exploitation</b>	for example, sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, removal of organs

Further help and information can be found here:

[Modern Slavery statutory guidance 2021](#)

## 7.9 Sexting/sexual violence

Whilst a relatively new phenomenon we recognise that 'sexting' plays a bigger and bigger part of young people's lives and society in general.

As a school we work around the advice around the UK council for Internet Safety (UKCCIS).

The UKCCIS is a group of more than 200 organisations from across government, industry, law, academia and charity sectors, working in partnership to help keep children safe online

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

**'Youth produced sexual imagery' best describes the practice because:**

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

**The types of incidents which this advice covers are:**

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

**This advice does not cover:**

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Relevant issues around sexting, CSE and sexual violence are addressed through the delivery of our PSHE and ICT (internet safety) curriculum, and the dangers are clearly highlighted. This is also supported by other agencies such as the YPSS youth bus and AIMS panel referrals.

Staff recognise that that children and young people may not find it easy to speak about their abuse verbally and alternative methods may be needed to support these young people. Any concerns should be reported immediately to the DSL who can advise on ways to support the young person and can also refer to the Integrated Front Door for support. Regular reviews will take place to analyse data for patterns of concerns that may have been raised.

It is important that our staff know about the possible health implications that might arise following a sexual assault such as a physical, mental, or sexual health problems

Where allegations of have not been substantiated or are unfounded the DSL will consider what support is needed for the young person who has made the allegation and where necessary will liaise with outside agencies to find the best course of action to ensure the young person is supported appropriately.

Resources for supporting young people can be found within the KCSiE (2021) Part one document

## **7.10 Female Genital Mutilation: The Mandatory Reporting Duty & Honour Based Violence**

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 2020).

### **7.11 Honour Based Violence**

All forms of honour-based violence are abuse (regardless of motivation) and will be escalated accordingly.

#### **What is honour based violence?**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a culture
- Women and girls are the most common victims of honour-based violence however it can also affect men and boys.
- Crimes of ‘honour’ do not always include violence.

#### **Crimes committed in the name of ‘honour’ might include:**

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don’t want to go
- assault
- 

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

## 7.12 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 can 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 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 focuses 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.

Our ICT curriculum addresses PREVENT strategies and information related to the local area so that our learners can identify dangers in their community and seek help in the most appropriate a safest of ways. All staff will complete Prevent training.

## 7.13 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 MASH or the Local Authority Prevent Lead.

The Orchard School holds a separate prevent policy which can be found on the school's website.

FFAP - 01472 326292 Option 2. You will be transferred through to a Principal Social Worker. Links can also be made via the Police prevent lead at

[prevent@humbs.pnn.police.uk](mailto:prevent@humbs.pnn.police.uk)

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.

#### **7.14 Peer on peer abuse**

We recognise that children can abuse their peers and that peer -on -peer abuse can manifest in many ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours. We take a no tolerance approach to peer-on-peer abuse and will work with all learners concerned along with their families in order to prevent harm.

- Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others an AIM (Assessment, Intervention, Management) checklist must be completed and contact made with IFD. For further advice contact our local HSB team.

Creating Stronger Communities Programme Manager  
Civic Offices  
Knoll Street  
Cleethorpes  
DN35 8LN  
Tel: 01472 323303

- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- All staff understand the importance of challenging inappropriate behaviour between children and young people. Downplaying behaviours as 'just banter' or 'boys being boys' can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.
- Staff understand that where there are no reports of peer -on- peer abuse in their school they must operate with a 'it could happen here' approach and report any concerns they have to the DSL or Deputy.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

Links to resources information and guidance for young people who have displayed harmful sexualised behaviour can be found here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

#### **7.15 Contextual Safeguarding**

The school recognises the importance of contextual safeguarding within the wider community. Pupils who attend the school can often be vulnerable to outside influences and this means that school staff need to be extra vigilant in understanding issues with our learners, sensitive to conversations or disclosures in the context of the wider community.

The DSL via briefings and training will keep staff updated with regards to local issues and encourage an intelligence led approach.

Our staff will receive CSE/CCE online training which will be followed up with in house training that will target the risks within their local community. This will equip all staff from the schools to be able to

- Identify possible signs of contextual safeguarding,
- Reporting these concerns
- Support the identified young persons (internally or referral to external agency)
- Follow up any concerns

The School's position in the local community requires our approach to contextual safeguarding to link through with outside agencies in support of our learners. The school engage with local CCE multi agency meetings via MACE and OVM and the DSL will provide reports and updates to this forum. The school should provide as much information as possible as part of any referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

## **8 Children missing from education**

- In accordance with new advice (KCSE 2021) school will identify 2 emergency contacts for pupils.

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 in education guidance.

Contact Humberside Police on 101 or our designated Missing Person's Police officer. The School recognises that learners who attend the school can often be vulnerable and the school has a key responsibility in monitoring learners within the school. A child missing from education can be an indicator of wider worries. As the agency that has daily contact with families it is vitally important, we utilise this contact to safeguard our learners.

Children missing from education aligns with the schools 'attendance policy' which stipulates appropriate actions for the school to take should a child be missing from education.

Please see link below

<https://www.gov.uk/government/publications/children-missing-education>.

- 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 2016).
- If the child /young person already has an allocated social worker, the DSL must contact them (or their principal social worker) to discuss any concerns
- 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.

## **9 A Safer School Culture**

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

The Schools' 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.

### **9.1 Safer Recruitment, selection and pre-employment vetting**

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2021).
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority/ LSCB.
- The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.
- The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
- The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.
- Staff with managerial responsibility will be subject to S.128 checks
- Where pupils are dual registered written confirmation will be provided to the host school of appropriate checks/vetting being completed on all staff

### **9.2 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: -

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. 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. 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 the schools DSL 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 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)**

- Charlotte Allenby
- David Palmer (Deputy)

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.or](mailto:help@nspcc.or)

### **9.3 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 safeguarding policy; the school's whistleblowing procedures, the DSL and their cover or nominated deputy and any further training that are minimum requirements before working in the school.

- Safeguarding Level 2
- PREVENT (3 Levels according to role within the school)
- FGM
- CCE/CSE

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (Lena Griffin, Mathew Maidens or Stuart Dainty). Children's Assessment and Safeguarding Service are also available for advice and support.

- Designated Safeguarding staff must have a level 3 qualification in Safeguarding. They will attend refresher training every year (higher and more often than requirements).
- The school will ensure all staff receive induction and updated guidance 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.
- The DSL will attend appropriate safeguarding training at least every year.

### **9.4 Professional Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. Our company handbook explains the school's actions should any confidentiality regarding a student be broken.

## Appendix 1

### Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2021)

**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 2015)

### **Child Sexual Exploitation (CSE):**

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

The long-term consequences of any form of child abuse can be devastating and early identification and providing support as soon as problems emerge is critical. Child sexual exploitation damages children and like any form of abuse it can have long lasting consequences that can impact on every part of a child’s life and their future outcomes. Child sexual exploitation has been shown to affect:

- Physical (including sexual) and mental health and well-being;
- Education and training and therefore future employment prospects;
- Family relationships;
- Friends and social relationships, current and as adults; and
- Their relationship with their own children in the future.

Child sexual exploitation is complex, and children are often reluctant to disclose experiences of exploitation due to misplaced feelings of loyalty and shame. Many may not recognise what they are experiencing as abuse or that they require support or intervention, believing they are in control or in a healthy consensual relationship. It is important to remember that indicators of CCE/CSE can present differently for boys and girls.

### **CSE/CCE Indicators**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;

- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

It is important to understand that indicators of CSE can present differently in boys and girls. Orchard School has a duty to report any concerns through appropriate channels. If the school feels that a young person may be at risk of CSE then referrals will be made.

School report directly to the NE Lincs Operational Vulnerabilities meeting and at a strategic level (M.A.C.E)

### **Responses from parents**

Research and experience indicate 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/ Children with SEND**

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 finance

## **Appendix 2            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 Principal / Designated Safeguarding Lead/staff using the correct procedures as stated in the guidelines.

Online Safety The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that 22 facilitates harm. An effective approach to online safety empowers school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Orchard implement Online safety lessons to its children via ICT and PSHE lessons. Where a concern is reported about the appropriate use of the internet via internal disclosure or parental concerns our welfare team will provide individualised support suited to the child to ensure they understand the dangers and who to speak to should they need help. More information can be found in our Online Safety/ Social media Policies.

**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 ID 1: ID 2:	Date checked: Checked by:
<b>Keeping Children Safe In Education Handbook (emailed)</b>		Date checked: Checked by:
<b>Work Permit / Visa Required?</b>	Include date of expiry if applicable Exp. date:	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>		
<b>Employment Start Date</b>		
<b>Position</b>		
<b>Personnel Record Created</b>		
<b>S.C.R. Updated</b>	Updated by:	

## Appendix 5 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)	
Exclusion/suspension from school or unexplained absences from or not engaged in school/college/training/work	
Disclosure of sexual/physical assault followed by withdrawal of allegation	

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 an 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 Assessment score</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.

ACTION	NAME ALLOCATED TO	DATE COMPLETED	OUTCOME

**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

**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

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.

## Appendix 6 – Harmful Sexual 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.

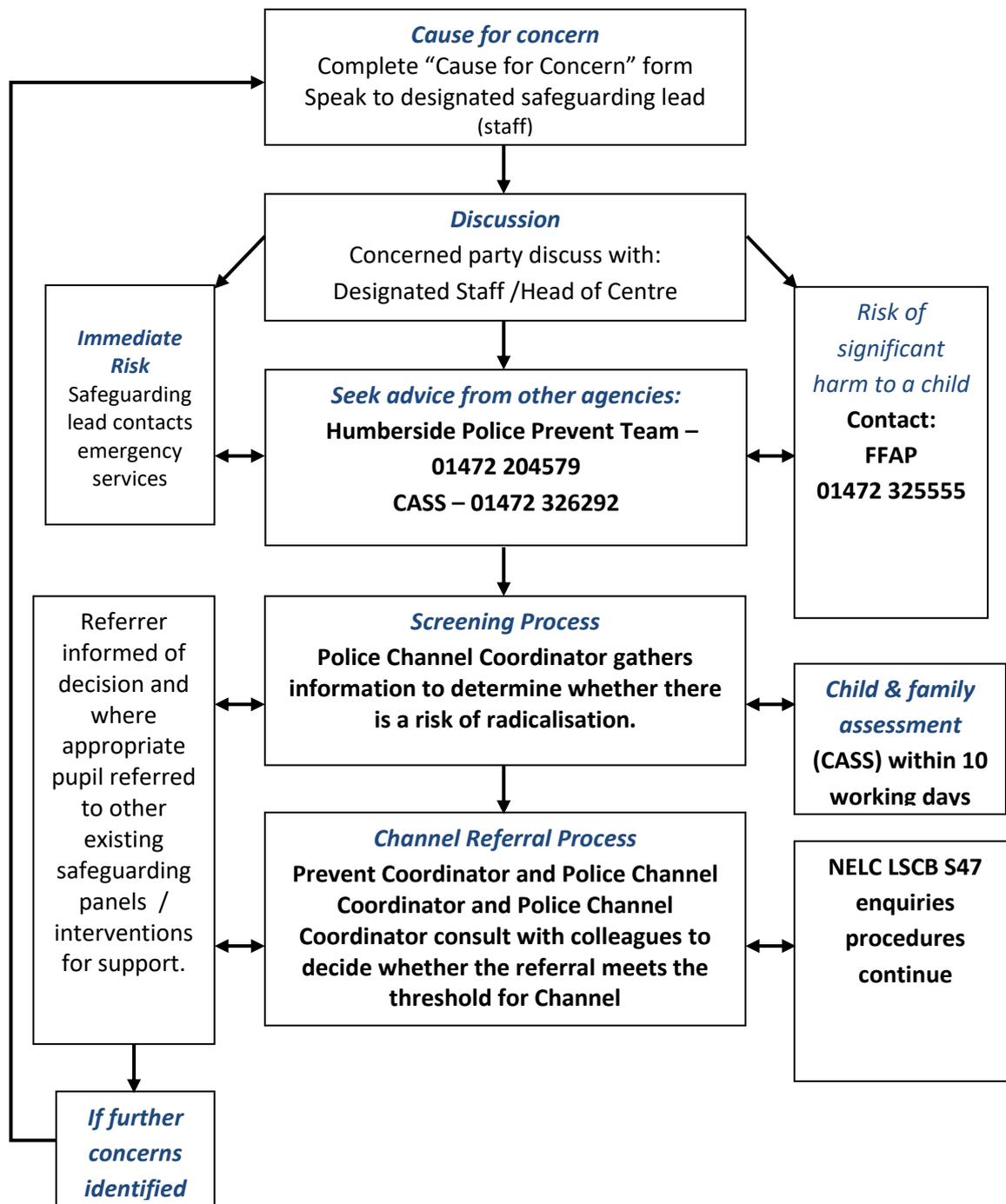
The purpose of the HSB panel meeting will be for all agencies to share relevant information and to develop an interim risk management plan / care plan. In addition, the meeting will decide whether a full AIM assessment is considered appropriate or appropriate level of support offered through intervention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

## Appendix 7 Radicalisation Response Checklist

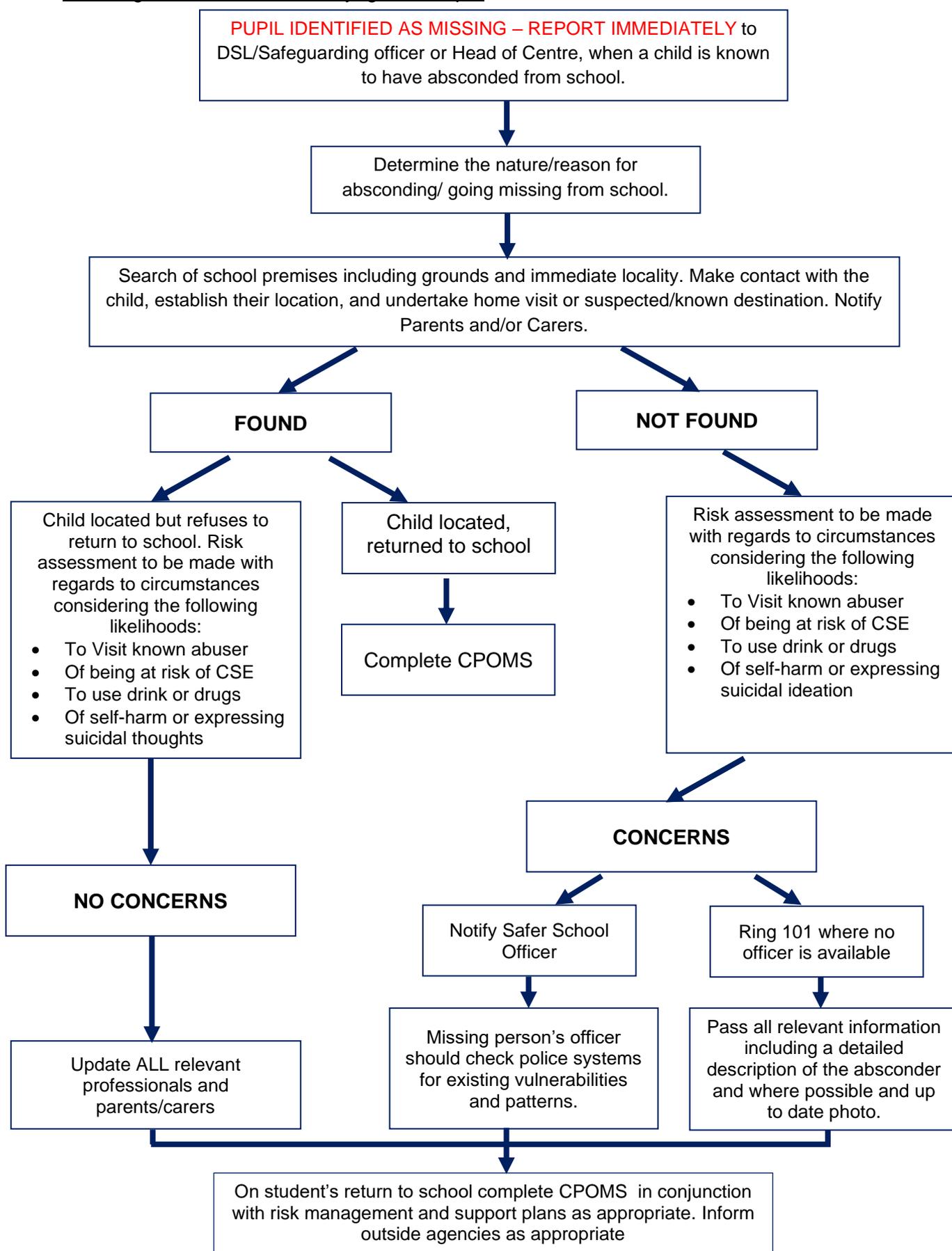
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



## Appendix 8 Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day.  
For further guidance see ;

[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)



	Initial	Review 1	Review 2	Review 3	Review 4	Review 5
Signed	Pete Macleod	Dave Melia	Pete Macleod	Pete MacLeod	Pete MacLeod	Pete Macleod
Position	Director	Director	Director	Director	Director	Director
Date	03.08.16	23.08.17	30.08.18	12.08.19	18/08/20	27/08/21