





The
Maltby Learning Trust

MLT Child Protection and Safeguarding Policy

Date Last Reviewed: December 2018
Reviewed by: Executive Principal (Primary)
Approved by: MLT Board

KEY CONTACTS TO BE INCLUDED FOR EACH ACADEMY

Role	Name/Photo	Contact details
Associate Principal	 Mr C. Eccles	01709 812864
Designated Safeguarding Lead	 Mrs S. Graham	01709 812864
Deputy Safeguarding Lead	 Mrs H. Smith	01709 812864
Designated Teacher for Looked After Children	 Mr M. Clarke	01709 812864
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Chair of Governors	 Mr P. Sorsby	01709 812864

Policy Consultation & Review

1. INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children, young people and families has a role to play. In line with the law, this policy defines a child as anyone under the age of 18 years.

Our students' welfare is our paramount concern. The Trust Board and Local Governing Bodies will ensure that MLT academies safeguard and promote the welfare of students and work together with other agencies to ensure we have adequate arrangements to identify, assess and support those children and young people who are suffering or likely to suffer harm.

The MLT academies are a community and all those directly connected, including staff members, governors, parents, families and students, have an essential role to play in making it safe and secure. This policy applies to all members of staff in MLT, including all permanent temporary and support staff, governors, volunteers, contractors and external service or activity providers.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside the Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (effective 3rd September 2018).

The policy is available on The Maltby Learning Trust (MLT) website and is available on request from each individual Academy office. We also inform parents and carers about this policy when their children join an MLT academy and through home-school communication.

This policy will be reviewed in full by the Governing Body on an annual basis.

2. PURPOSE & AIMS

The purpose of MLT's safeguarding policy is to ensure every child or young person who is a registered student at one of our Academies is safe and protected from harm and we expect everyone who works in our Academies to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the student to:

- Protect children and young people at an MLT academy from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at MLT academies grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our Academies to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at MLT academies

The MLT fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered students at MLT academies. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our students. The elements of our policy are prevention, protection and support.

This policy applies to all students, staff, parents, governors, volunteers and visitors.

The policy should be read in conjunction with the following policies and statements:

- Child Sexual Exploitation (including Exposure to Digital Media and Youth produced Sexual Imagery)
- Honour Based Abuse Policy (including honour based violence/killing/forced marriage/female genital mutilation/breast ironing)
- Criminal Exploitation of Children and Young People (County Lines)
- Peer on Peer abuse, including Sexual Harassment and Sexual Violence
- Anti-Bullying
- Anti-Radicalisation

3. OUR ETHOS

The child's welfare is of paramount importance. MLT Academies will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children and young people at MLT Academies will be able to talk freely to any member of staff if they are worried or concerned about something.

'**Everyone**' who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the '**right help at the right time**' to address risks and prevent issues escalating. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child or young person and how to record and report this information. We will not make promises to any child or young person and we will not keep secrets. Every child or young person will know what the adult will have to do with any information they have chosen to disclose.

The curriculum provides activities and opportunities for children and young people to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage children and young people to develop essential life skills. The broad and balanced curriculum offered by all our schools covers a wide range of elements of staying safe and links are made through different areas to how to stay safe in different situations – this is explicitly covered within the PHSE/Lifeskills curriculum. In addition, the MLT utilises outside experts to increase the children and young people's understanding of the types of abuse (e.g. Barnardo's, South Yorkshire Police). In addition, all teachers and other staff members are alert to using opportunities to challenge children and young people's preconceptions and assumptions about what is and isn't safe whenever they arise in order to reinforce their understanding and raise awareness. Pastoral support is always available to support and guide children and young people in their choices.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

Link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

4. WHAT IS ABUSE

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect**. Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Appendix 5 defines each category of abuse in more detail and additional guidance on the following specific safeguarding issues can be found in separate, but related MLT policies (available on the MLT website) and/or in Keeping Children Safe in Education (September 2018) Part one.

Specific safeguarding Issues

Child Sexual Exploitation (CSE)

CSE 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. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2018), Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the Rotherham LSCB child protection online procedures:

<http://rotherhamsccb.proceduresonline.com/index.htm>

Indicators of child sexual exploitation may include:

- 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/suspicious 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.

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At Maltby Learning Trust academies, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in MLT academies are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2018) gives guidance to schools on how to manage reports of child on child sexual violence and sexual harassment.
- Sexting (also known as 'youth produced sexual imagery')
- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity

All staff in MLT academies are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2018) and Chapter 2.1.2 of the Rotherham LSCB child protection online procedures - <http://rotherhamscb.proceduresonline.com/index.htm>

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around 'Honour Based Violence' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The school has due regard to the mandatory reporting duty, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in this school will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2018) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCB child protection online procedures:

<http://rotherhamsccb.proceduresonline.com/index.htm>

Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our school we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e., the Local Authority, Police and/or the Channel Programme. We will provide a link, via our school website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/carers and professionals:
www.rotherham.gov.uk/safeguarding

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2018) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.ht>

Online Safety

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

Content – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views

Contact – harmful online interaction with others; for example, commercial advertising as well as adults posing as children or young people

Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (the production and sharing of sexual images of under 18s is illegal), or online bullying

At our academies, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on our academy websites.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2018) and Chapter 2.1.5 of the Rotherham LSCB child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Groups at increased risk of abuse

Some groups of children are at increased risk of abuse either through emotional difficulties, communication difficulties or family circumstances. Maltby Learning Trust is particularly aware of these groups and specifically careful in ensuring they are safeguarded. Other children at increased risk of abuse including additional safeguarding issues are:

Children with Special Educational Needs and Disabilities (SEND)

MLT understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children and young people. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration;
- Children and young people with SEND can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.
- Being additionally vulnerable to online risks including grooming and radicalisation

Where there are any concerns raised about the safety and welfare of a child or young person with SEND in an MLT Academy, we will ensure that these will be treated in the same way as with any other child or young person, with careful consideration of any additional needs.

More information on children and young people with SEND is contained in Annex A of Keeping Children Safe in Education 2018, the NSPCC document 'We have the right to be safe – Protecting disabled children from abuse' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

Children Missing Education

Children missing education are children and young people of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children and young people missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children and young people are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update their child's Academy as soon as possible if the contact details change.

All staff in MLT understands the importance of regular attendance and our academies have appropriate procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2018 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2018' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC can be found on individual academy websites. We have a separate LAC policy which can be found on the MLT website.

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 or young person 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.

A 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2018 and chapter 2.3.7 of the Rotherham LSCB child protection online procedures: www.rotherhamscbproceduresonline.com/index.htm

Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child or young person's life, from the foundation years through to the teenage years. We will work with local agencies to put processes in place for the effective assessment of the needs of individual children and young people who may benefit from early help services. This may be a child or young person who:

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

5. DEFINITIONS AND INDICATORS

Each category of abuse has its own specific warning indicators which Academy staff are alerted to. Working Together to Safeguarding Children (2018) statutory guidance sets out full descriptions.

Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including via the internet. In the case of FGM, children and young people may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child or young person will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

Children and young people also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child or young person. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, staff can respond to problems as early as possible and provide the right support and services for the child or young person and their family. It is important to recognise that a warning sign doesn't automatically mean a child or young person is being abused,

Some of the following signs might be indicators of abuse or neglect. Children and young people:

- Whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy. They might have difficulty sleeping or start wetting the bed
- With clothes which are ill-fitting and/or dirty
- With consistently poor hygiene
- Who make strong efforts to avoid specific family members or friends, without an obvious reason
- Who don't want to change clothes in front of others or participate in physical activities.
- Who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Who talk about being left home alone, with inappropriate carers or with strangers (age-related)
- Who are regularly missing from school or education
- Who are reluctant to go home after school
- With poor school attendance and punctuality, or who are consistency late being picked up
- Who drink alcohol regularly
- Who are concerned for younger siblings without explaining why
- Who talk about running away
- Who shy away from being touched or flinch at sudden movements.
- Whose parents are dismissive and non-responsive to practitioners' concerns
- Whose parents have care for children and young people when drunk, or under the influence of drugs

6. ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to MLT Academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at the Academy. This includes the responsibility to provide a safe environment in which children and young people can learn.

Local Governing Body/Trust Board

The Local Governing Body in each MLT Academy, and the Trust board for the organisation as a whole, is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Local Governing Body takes collective responsibility to safeguard and promote the welfare of our Students, we also have a named governor who champions safeguarding within each MLT Academy, liaises with the Principal and Designated Safeguarding Lead and is able to provide information and reports to the local governing body.

The Maltby Learning Trust Board and Local Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our Academy websites and has been written in line with 'Keeping Children Safe in Education 2018', Local Authority advice and the requirements of the Rotherham/Doncaster Local Safeguarding Children Board (LSCB) policies and procedures.
- MLT Academies contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and young people, and protect them from harm.
- MLT Academies contribute to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)

- The Academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The Academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education 2018*' and the school's Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- MLT Governors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Learners First, Governor Development Service or other local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of *Keeping Children Safe in Education 2018* and local authority/LSCB guidance.
- Safer recruitment practices are followed in accordance with Part Three of '*Keeping Children Safe in Education*' (2018) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.

www.rotherhamscbproceduresonline.com/index.htm

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

Safeguarding will be a standing item on Local Governing Body agendas. Governors will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. There will be a minimum of one full safeguarding report from the Designated Safeguarding Lead annually. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Academy Principal

Each MLT Academy Principal will ensure that the above policies and procedures, adopted by the Trust, are fully implemented and followed by ALL staff and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Principal is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL), or acting in this role themselves;
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Providing the time, funding, training, resources and support to the DSL and Deputy DSL to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children and young people.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for safeguarding and child protection at each MLT Academy. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the MLT Academy
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school/academy

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education 2018'*. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

The DSL and Deputy DSL at each MLT Academy will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely. These will be sampled periodically by Executive Leaders.

When a child leaves an MLT Academy, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2018 and the Rotherham LSCB. (A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk)

7. PROCEDURES FOR MANAGING CONCERNS

Maltby Learning Trust Academies adhere to child protection procedures that have been agreed locally through the appropriate LSCB.

It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academies. Any member of staff or visitor to an MLT Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school (see appendix 2)

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 '*Referring Safeguarding Concerns about Children*'
www.rotherhamscbproceduresonline.com/index.htm

If, after a referral, the child's situation does not appear to be improving, we will consider following the appropriate LSCB escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member then this should be referred to the Designated Safeguarding Lead, Deputy DSL or Vice Principal who will liaise with the Principal. Where

there are concerns about the Principal this should be referred to the Chief Executive, Chair of Governors, or Trust Board

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to our Whistleblowing Policy, which can be found on the MLT website

8 WORKING WITH PARENTS/CARERS

Maltby Learning Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and young people, and to support them to understand our statutory responsibilities in this area.

When new students join one of our Academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Academy website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and young people, and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children and young people safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child or young person normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise i.e. illness, not being collected at the end of the school day, a child or young person going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child or young person from school (if different from the above).

The MLT Academy will retain this information on the pupil file. The Academy will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

9. SAFER RECRUITMENT

At all times, the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of '*Keeping Children Safe in Education 2018*'. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice

from Rotherham LSCB about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

At Maltby Learning Trust, we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of *'Keeping Children Safe in Education 2018'* describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

10. STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children and young people. There are circumstances, however, when it is appropriate for staff in our Academies to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or young person needs to be restrained to prevent violence or injury. Staff in our Academies will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Principal.

At Maltby Learning Trust academies, the chosen approach to the use of reasonable force is 'Team Teach'. The 'Team Teach' manual sets out the accepted approaches which can be taken to the use of reasonable force and when these can be applied.

11. MANAGING ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children and young people at our Academies. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children and young people.

We will take all possible steps to safeguard our children and young people, and to ensure that the adults in our Academies are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school. Should an allegation be made against the Principal, this will be reported to the Chair of Governors, the Chief Executive or Trust Board

The Principal, Chief Executive or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal, Chief Executive or Chair of Governors should contact the LADO via MASH on 01709 336080 in Rotherham or 01302 737777 in Doncaster as appropriate.

The Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case, we will review our procedures or practice to help prevent similar events happening in the future.

www.rotherhamscbproceduresonline.com/index.htm

12. RELEVANT POLICIES AND TRAINING

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

To underpin the values and ethos of our Academies and our intent to ensure that pupils at MLT Academies are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding policy
- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance and Children Missing Education
- E-safety
- Health and Safety including site security

- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- Child Sexual Exploitation (CSE)
- Criminal Exploitation of Children and Young People (County Lines)
- Peer on Peer abuse, including Sexual Harassment and Sexual Violence
- Preventing Female Genital Mutilation
- Preventing Radicalisation and Extremism (PREVENT Duty)
- Online Safety

13. RECORDS AND INFORMATION SHARING

MLT Academies maintain detailed and effective child protection records by using the digital CPOMS system.

If staff are concerned about the welfare or safety of any child or young person at one of the Academies they will record their concern quickly via the [safeguarding](#) email address and/or use the CPOMS system as relevant to each Academy with as great a degree of accuracy as possible.. If they feel the concern is urgent they should also seek to verbally inform the DSL or DDSL as soon as is possible.

Any external paper information recorded will be scanned into the CPOMS system with the paper original being kept in a separate named file, together (where relevant) with any archived paper records. These are stored in a secure cabinet and not with the child or young person's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within the academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. Documents not scanned and uploaded to CPOMS will be secured in the safeguarding files. They will include minutes of CP meetings. All other documentation is stored on CPOMS.

14. ACADEMIES MAINTAINING THE CPOMS SYSTEM

Concerns alerted to safeguarding are recorded through the CPOMS system. This will automatically log the name and the time and date of referral. Staff can record information into the CPOMS system, and any referral should be made as soon as possible after a concern has been raised to maintain the record's validity. The Principal, Vice Principal, DSL and DDSL and essential pastoral staff have merilock keys to enable them to access full safeguarding records kept digitally within the CPOMS system – these records are only accessed in closed offices and screen lock is used when necessary to maintain confidentiality.




Child protection information will only be kept on the CPOMS system and in no other place. In CPOMS schools, records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored in paper form or scanned digitally and added to CPOMS – under usual circumstances originals should be kept. Paper records from before the CPOMS system was instigated will be kept until a child leaves the school when they will be passed on alongside

15. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2018) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- 'What to do if you're worried a child is being abused?' NSPCC
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
- www.rotherham.gov.uk/safeguarding
- www.rotherhamscbproceduresonline.com/index.htm

Appendix 1: Responsible Staff/Governor

Name	Role/Contact Details	Photograph
Mrs S. Graham	Designated Safeguarding Lead	 A black and white portrait of a woman with long, dark, wavy hair, smiling. She is wearing a dark, patterned sleeveless top.
Mrs H. Smith	Deputy Safeguarding Lead	 A black and white portrait of a woman with long, dark hair, smiling. She is wearing a dark top.
Mr J. Fletcher	Governor with Specific responsibility for safeguarding	 A black and white portrait of a man with short, light-colored hair and glasses, smiling. He is wearing a dark suit jacket, a white shirt, and a striped tie.

Appendix 2: What to Do if You Suspect or Are Informed of a Child Protection issue

- Recognise that you have a duty of care to alert the safeguarding team of your concern. Always act in the interest of the child or young person
- Do not take responsibility to investigate the welfare concerns or determine the outcome at this stage. You must collate and pass on any information.
- If a child or young person is in immediate danger or at risk of harm, contact the DSL or DDSL **IMMEDIATELY** so an urgent referral can be undertaken to children's social care and/or the police
- Anyone can make a referral if the DSL, DDSL Vic Principal or Principal are not available. If you suspect the child or young person is at risk of immediate harm (is not safe to go home), speak to a member of the safeguarding team immediately. Do not delay.
- Provide details of your concerns by contacting the safeguarding team on the designated email address and/or through the CPOMS system and inform the DSL or DDSL verbally **URGENTLY**

Any logged concern will:

- Be accessed by the safeguarding and pastoral staff.
- Generate a response from the Core Safeguarding team. The alert will be investigated and triaged in accordance with the nature of the concern.
- The core team is trained to recognise thresholds of child protection and necessary intervention.
- Be stored securely in CPOMS. The entry is the responsibility of the DSL.
- The member of staff who alerted the safeguarding email system will receive an email acknowledgment that action has been taken.

Appendix 3: Disclosure

If a child or young person makes to wishes to make a disclosure of a safeguarding nature to you:

- Do not put the moment off.
- You may need to find a place away from others (ensure this is appropriate)
- Be clear that you cannot keep information confidential.
- Keep calm.
- Reassure.
- Guard against negative body language.
- Don't judge.
- Find someone to assist in communication if necessary.
- Respond briefly, slowly and gently.
- Do not ask leading questions.
- Do not assume that there is only one child or young person involved.

Ensure that you

- Record what you have heard/observed.
- Make notes as soon as possible.
- Use child or young person's words wherever possible.
- Include what you have said to the child or young person.
- Keep information factual.
- Include what lead up to the disclosure.
- Date, time, place, who was present.
- Complete the Confidential Incident Slip (available from CP officers).
- At this point do not discuss with anyone other than designated person on the and speak to the DSL or core team immediately

Appendix 4 - Example of Individual Academy Form for recording safeguarding issues

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
Yes / No

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to? Name:

Date:

Position:

Time:

Your signature:

Date:

Action taken by DSL

Enter your school name/logo here

Referred to...?

EWO

Police

School Nurse

MASH

Young Peoples' Parents
Service

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

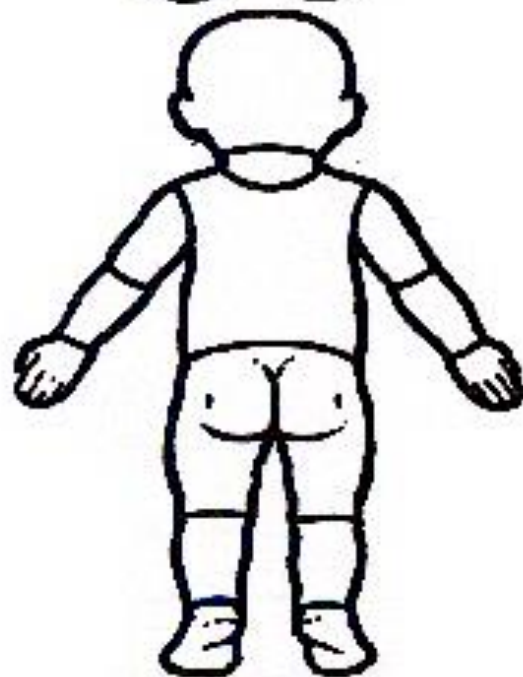
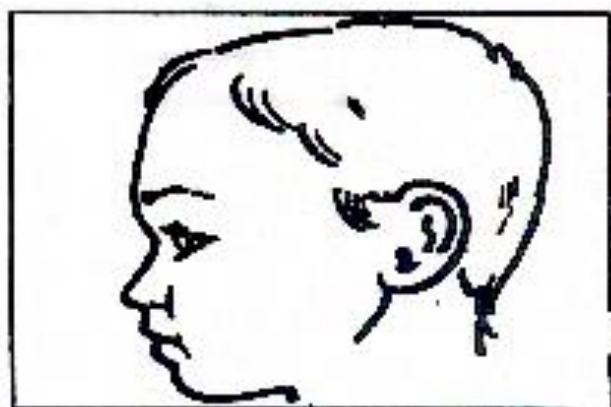
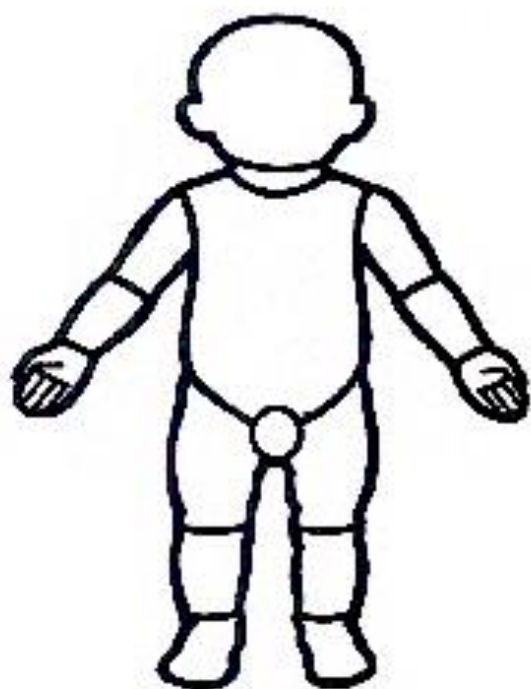
(School to instigate a Family CAF, assessment by Children's Services etc.)

Full name:

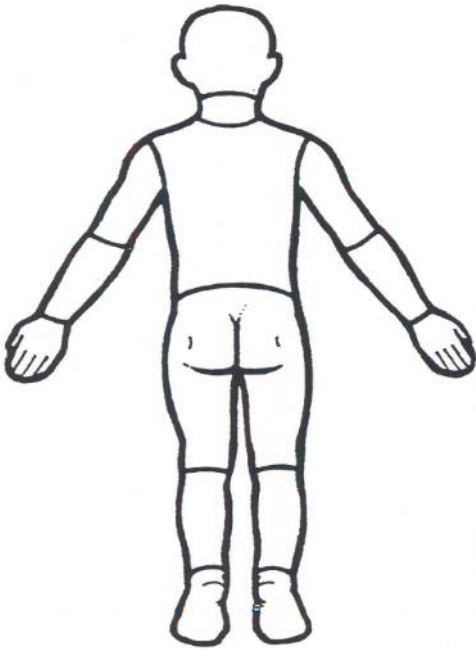
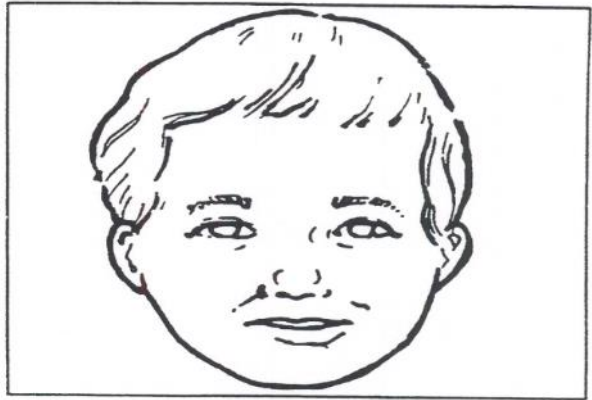
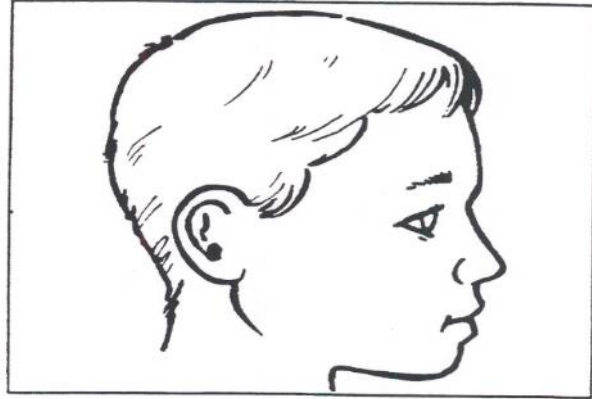
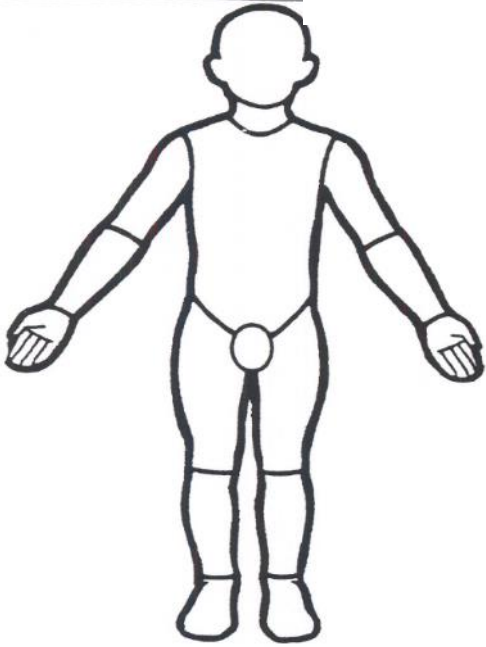
DSL Signature:

Date

Young Child



Older Child



Appendix 4: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01709 336080

The people you should talk to in school are:

Designated Safeguarding Lead:

Location of office:

Contact Number:

Deputy Designated Safeguarding Lead:

Location of office:

Contact Number:

Chair of Governing Body:

Contact Number:

At _____ school we strive to safeguard and promote the welfare of all of our children.

Appendix 5: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or Deputy DSL (Details of which are below)

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must speak to the DSL or Deputy DSL without delay.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chief Executive or Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead:

Location of office:

Contact Number:

Deputy Designated Safeguarding Lead:

Location of office:

Contact Number:

At MLT Academies we strive to safeguard and promote the welfare of all of our children. The welfare of the child is always paramount.

Appendix 6: When to make a referral to MASH

For information about thresholds, see [Rotherham Multi-Agency Continuum of Need Guidance](#) and [Multi-Agency Threshold Descriptors](#).

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have arisen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see [Safeguarding Unborn and Newborn Babies Procedure](#) and [Concealment and Denial of Pregnancy Procedure](#);
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to MASH;
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see [Safeguarding Children at Risk Due to Faltering Growth Procedure](#);
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see [Practice Guidance: Significant Harm - The Impact of Abuse and Neglect](#) for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see [Safeguarding Children and Young People from Sexual Exploitation Procedure](#);
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see [Safeguarding Children and Young People who go Missing from Home and Care](#);
- There are concerns a child may be harmed because of use of technology or social media – for more information see [E-Safety: Safeguarding Children Exposed to Harm through the Digital Media](#);
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see [Persons who Pose a Risk to Children Procedure](#));
- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see [Safeguarding Children in Whom Illness is Fabricated or Induced Procedure](#));

- A child is at risk of being subjected to illegal procedures, for example:
 - [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure](#);
 - [Safeguarding Children and Young People from Forced Marriage Procedure](#);
 - [Safeguarding Children and Young People from Honour Based Violence Procedure](#);
 - There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through [Domestic Abuse](#) (see [Safeguarding Children at Risk because of Domestic Abuse Procedure](#));
- A child is at risk of being harmed because of concerns about their parents' mental health see - [Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure](#);
- Either an adult or a child makes allegations of non-recent abuse, for more information see - [Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure](#);
- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see [Abuse by Children and Young People Procedure](#)

Appendix 7: Definitions of abuse

Physical Abuse:

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds; or
 - o bite marks.

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

From 'What to do if you think a child is being abused 2015' DfE 2015

Sexual Abuse:

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

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation 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.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect:

This 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 of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.³ However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 8 - Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Rotherham LSCB: www.rotherham.gov.uk/safeguarding

www.rotherhamscbproceduresonline.com/index.htm

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

<https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>