

Falcons Learning Ltd

Safeguarding and Child Protection Policy




Falcons Learning
The Sky is the Limit

Reviewed Annually	Safeguarding and child protection	
Last reviewed on:	17/08/2022	
Reviewed By:	Stephen Wash	
Signature		
Next review due by:		
REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS	REVIEW YEARLY

Designated Safeguarding Lead	Stephen Wash
Deputy Designated Lead	Joanna Wash
Policy Reviewed by	Stephen Wash
Policy Published	17/08/2022

Change History			
Version	Date	Change Agent	Details of Change
1.0	03/11/2022	S. Wash	Initial Issue
1.1	08/03/2022	S. Wash	Addition of no employment prior to receipt of Enhanced DBS Certificate.
2.0	10/06/2022	S. Wash	Addition of the learners' input into the ethos and direction that the school should take.
3.0	10/07/2022	S. Wash	Addition of Elizabeth Seeley as Governor with oversight of safeguarding at Falcons Learning.
4.0	17/08/2022	S. Wash	Revision in line with KCSIE 2022 Adoption of ERYC Template and Policy

Owner	Principal		
Overview			
This Policy includes:			
<ol style="list-style-type: none"> 1. E safety 2. Safeguarding of Children Vulnerable to extremism (Prevent) 3. Children Missing in Education 			
Review Panel			
Directors			
Principal			
SLT			
Students			
External Input	<ol style="list-style-type: none"> 1. DfE 'Keeping Children Safe in Education' (Sept 2022) 2. DfE 'Working Together to Safeguard Children' 2018 3. DfE 'SEND Code of Practise' (Jan 2015) 		
Review Date	17/08/2023		
Review Interval	1 year		
Review Signature			
Name	Stephen Wash	Date	17/08/2022

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Role / Agency	Name & role	Contact details
School Designated Safeguarding Lead	Steve Wash Principal	01405470014 stevewash@falconslearning.com 07753180081
Deputy DSL	Jo Wash Business Manager	01405470014 jowash@falconslearning.com 07856278506
Designated Safeguarding Governor	Liz Seeley	Lizseeley@falconslearning.com
Chair of Governors	Trish Barber	molescroft64@hotmail.com
Looked After Children Designated Teacher	Fay McHugh (SENCO)	01405470014 faymchugh@falconslearning.com
E Safety Coordinator	Steve Wash Principal	01405470014 stevewash@falconslearning.com 07753180081
Safeguarding and Partnership Hub	CP initial referral Support & Advice: Intensive & Specialist Safeguarding support 1. Urgent C P concerns 2. Consultation with Social Worker	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482 395500 Request for Service (RFS) forms to: safeguardingchildrenshub@eastriding.gov.uk
Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939
Early Help Locality Hub	Early Help Additional Support for children & family's initial consultation	Consultation 01482 391700 Request for Service form to the Hub nearest to where the child lives ehp.bridlington@eastriding.gov.uk ehp.beverley@eastriding.gov.uk ehp.goole@eastriding.gov.uk

		ehp.halterprice@eastriding.gov.uk ehp.hedon@eastriding.gov.uk ehp.wolds@eastriding.gov.uk
Local ER Children Safeguarding Team Manager		Contact the EHP local to the child as per the list above to be signposted. Falcons Learning work with learners from all areas.
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational School Safeguarding & CP advice	chris.hamling@eastriding.gov.uk 01482 392251 safeguardingineducation@eastriding.gov.uk
ERYC LADO	Referral of possible allegations against staff & volunteers.	LADO@eastriding.gov.uk
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	24-hour Guidance & support	01482 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
East Riding Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	https://www.erscp.co.uk/ 01482 396994 erscp.enquiries@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	erscp.training@eastriding.gov.uk
Hull	Children's Social Care	01482 448879 EDT 01482 300304
North Yorks		01609 780780 EDT 01609 780780
North Lincs		01724 296500 EDT 01724 296500
North East Lincs		01472 326292 EDT 01472 326292
Prevent Referral	Humberside Police	101 / prevent@humberside.pnn.police.uk

	ERY LA	prevent@eastriding.gov.uk
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2	Definitions and Acronyms
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Staff	Refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
DSL	Designated Safeguarding Lead
DDSL	Deputy DSL
DSG	Designated Safeguarding Governor
CoG	Chair of Governors
SiET	Safeguarding in Education Team
LADO	Local Authority Designated Officer
ERSCP	East Riding Safeguarding Children Partnership
CST	Locality Children Safeguarding Teams
SaPH	Safeguarding and Partnership Hub
CEDT	Children’s Emergency Duty Team
EHPH	Early Help and Prevention Locality Hub
DBS	Disclosure & Barring Service
KCSiE 2022	Keeping Children Safe in Education 2022
VCET	Vulnerable Children Education Team
DfE	Department for Education
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
Sexual Harassment	Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude’s images and videos, sharing of unwanted explicit content, up skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats)
EWO/S	Education Welfare Officer/Service
YFS	Youth & Family Support
Mental Health and Emotional Wellbeing Service	https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/
GDPR	General Data Protection Regulation
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This

	includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix H)
Child	Any pupil under the age of 18 is legally a child
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as for children e.g. CST may signpost to Adult Services or refer to YFS

3 Related Legislation and Guidance

This Policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2022, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Working Together to Safeguard Children (2018) – last updated 01.07.22
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for Safer Working Practice for Those working with Children and Young people in Education Settings (February, 2022) – Safer Recruitment Consortium
- Keeping Children Safe in Education (DfE 2022)
- Use of reasonable force in schools(DfE July 2013)
- Searching, screening & confiscation (DfE July, 2022).
- School Staff & Volunteer Code of Conduct (ERSCP September 2022)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2022).
- Ofsted School monitoring handbook for September 2022 - GOV.UK
- Ofsted School inspection handbook for September 2022 - GOV.UK
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
- Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May, 2021
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (DfE, May 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England (DfE, July, 2022)
- Behaviour in Schools: Guidance, advice for Principals and school staff (DfE, July 2022)
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb 2018)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug 2018)

4	Other Safeguarding Related School Policies
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KCSiE, 2022 outlines the explicit requirement for a whole school or college approach to safeguarding. Falcons Learning has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy

The above list is not exclusive and when undertaking policy development, the school/college will consider Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance

5	Introduction and Core Principles
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5.1 Definition of Safeguarding

KCSiE 2022 (Paragraph 4) defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

5.2 The 4 Core Principles

There are four main elements to our Child Protection and Safeguarding Policy:

1. **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment). KCSiE 2022 (Paragraph 130) places new emphasis upon preventative education:

“Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or

college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The School/College will have a clear set of values and standards, upheld and demonstrated throughout all aspects of School/College life. These will be underpinned by the School/College's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)."

2. **Protection** (by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately, and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). To ensure our pupils know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report and that action will be taken, and they will be supported.
 3. **Support** (to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable).
 4. **Collaboration** with children & young people, parents, and partner agencies to promote Safeguarding & Wellbeing for all our children and Young People.
- At Falcons Learning, we recognise both our moral and statutory responsibility to safeguard and promote the welfare of all children. We know that children who feel safe and secure at school are more likely to achieve their full potential.
 - As such, safeguarding is regarded as everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils/students) are integral to the school wide safeguarding culture and processes and have an essential role to play in making our school community safe and secure.
 - The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSiE, 2022, as well as related statutory guidance and local safeguarding protocols
 - We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.
 - We understand the importance of positive and appropriate behaviour and the crucial role of staff in setting and maintaining standards for positive and appropriate behaviour, tolerance and mutual respect.
 - The school approach to safeguarding is based on the belief that the best interests of children always come first and that all children have a right to be heard and to have their wishes and feelings taken into account.
 - In our School/College children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account as far as possible, when determining what safeguarding action to take and what services to provide.
 - Children identified as vulnerable and those with additional needs are supported and similarly all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
 - Where safeguarding is concerned, staff will maintain an attitude of 'it could happen here' and when concerned about the welfare of a child, staff will always act in the best interests of the child. In the event of any safeguarding concern being identified about any child or adult, staff will act immediately, sharing concerns in line with agreed procedures

5.3 Covid 19

This policy should be read in conjunction with any required arrangements and risk assessments introduced in relation to changes in the status of the pandemic . The requirement for and status of any such arrangements will be regularly reviewed and developed in line with guidance and advice from the Local Authority / DfE and relevant Government Health Care agencies.

We recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

5.4 School Commitment

As part of the responsibility for, and commitment to pastoral care, Falcons Learning adopts an open and accepting attitude towards children. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place and source of potential support when there are other difficulties in their lives. Any worries and / or fears that children have will be taken seriously, and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty, underpinned by established, well publicised and robust safeguarding procedures
- Incorporate across the curriculum, teaching / learning and opportunities that equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of unpleasantness and harassment, including allegations of child-on-child abuse, sexual violence and sexual harassment, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Child-on-Child, Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have, and work in a safe and appropriate manner. They are aware that they are in a Position of Trust and what the implications are in relation to their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE, 2022.

5.5 A Range of Safeguarding Issues that Need to be Considered

Falcons Learning acknowledges that there is a broad range of specific, and at times interlinked safeguarding / child protection issues, that require vigilance and may need potential action for example, Early Help. See Appendix A and H. These concerns can occur 'direct / in person' and / or online and straddle intrafamilial and extrafamilial settings (or both). This would include but not be limited to:

- Abuse and neglect ('Intrafamilial' risks)
- Bullying, including cyberbullying
- Child-on-child abuse
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding ('Extrafamilial' risks outside the family home) - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls - 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Hate Crime / Offences
- Has returned home to their family from care
- Homelessness
- Human trafficking and modern slavery
- Is disabled or has certain health conditions and has specific additional needs and / or has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is persistently absent from education, including persistent absences for part of the school day
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery and trafficking
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is a privately fostered child
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- 'Upskirting'

(Also see Part One and Annex B within 'Keeping Children Safe in Education, 2022 for more information)

5.6 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' (Working Together to Safeguard Children, 2018) Falcons Learning recognises its statutory duty to co-operate with and support the East Riding Safeguarding Children's Partnership arrangements.

Falcons Learning recognises the pivotal safeguarding role it plays and understands and supports the ERSCP expectation of active engagement with the Partnership, appropriate sharing of information and contributing to inter-agency meetings and plans.

Falcons Learning also recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning are minimised for vulnerable children and social inclusion is maximised.

We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF).
- CP Case Conferences, core groups and other multi-agency meetings.
- Joint working with EWS.
- Health & CAMHS intervention & assessment.

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass.

School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements.

Whilst observing the requirements of KCSiE 2022 (especially Paragraph 301 in relation to 'assurance') access for relevant professionals (e.g. Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing local authority.

Where there is a need for detention, treatment and questioning by police officers, the Principal and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) and will respond to concerns in line with the school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

6	Roles and Responsibilities
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6.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE, 2022, Annex C. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent Child Protection matters.

Whilst the activities of the DSL may be delegated (e.g. to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will ensure that individual members of staff are appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the

actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or senior member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

In order to develop the requisite knowledge and skills required to carry out their role the DSL will undergo appropriate and specific training, the same requirement applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updates, in line with local ERSCP protocols, through a variety of methods at regular intervals and at least annually.

Key aspects of the role are:

- providing advice and support and information to staff as appropriate, acting as the central contact point for all staff to discuss safeguarding arrangements.
- oversee staff safeguarding training and share / cascade information.
- ensuring that safer recruitment and staff induction procedures are in place and followed.
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans and managing any involvement with any multi-agency plans /work.
- maintaining a confidential recording platform and obtaining, managing and transferring CP records within the stipulated 5-day transfer period for individual pupils and liaising with previous and receiving schools.
- coordinating safeguarding action for individual children. When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the Designated Teacher.
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings.
- arranging appropriate induction and continuing training for all staff, providing regular updates as necessary.
- returning information to the ERSCP and LA as required and in line with agreed timescale and statutory guidance e.g. Education Settings Self-Assessment Tool (Section 175 Report).
- liaising with the Principal and DSG.
- lead and support a school culture of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- ensuring that any educational or safeguarding assessments of children consider the wider **contextual environmental** factors present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour, and mental and emotional health.
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and School/College leadership staff.
- ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE. 2022.
- liaising with the Principal/principal to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).

6.2 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding Safeguarding and Child Protection and for safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE, 2022. The Governing Body has the strategic responsibility to monitor and ensure that all Child Protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

Management and leadership by the Principal and Governors ensure that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate a whole School/College approach to safeguarding which involves everyone.

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the ERSCP. The Senior Leadership Team will be supported to ensure that there are policies and procedures in place to make sure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will:

- Designate a Governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection Policy in operation along with training and procedures and keep the full Governing Body suitably updated.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/Safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the annual report is forwarded to the East Riding of Yorkshire Council's Education Safeguarding Team - safeguardingineducation@eastriding.gov.uk
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Ensure all Governors complete ERSCP e-learning Child Protection training (including online safety) and refresh this at least every 3 years, either Safeguarding Everyone Level 1 or Safeguarding in Education (CoG and DSG). This level of training should be included in the induction package of any new Governors. The DSG should complete higher level training led by the SiET.
- Make opportunities available for Governors to complete ERYC:
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.
- The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.
- Governors have a duty to assure themselves that the schools Child Protection files are maintained as set out in Annex C of KCSiE 2022 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

6.3 All Staff

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSIIE, 2022 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the Early Help process and their role in it.
- understand the School/College safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including Principals) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff have received training / briefing; had time allocated to read and the opportunity to seek advice or clarification; about the current:

- Keeping Children Safe in Education, 2022 – Part 1 for those who work directly with children (Safeguarding information for all staff) and, or, annex A (a condensed version of part 1), for members of staff who do not work directly with children (Safeguarding information for school and college staff).
- School Staff Code of Conduct 2022.
- School Whistleblowing Guidance 2022.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.

- Staff Reference Guide CP and Safeguarding Policy 2022-2023.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the following documents these are store Electronically in teams and a paper copy in the office.

- Keeping Children Safe in Education (Sept 2022) full guidance.
- School Strategic Child Protection & Safeguarding Policy 2022-2023.
- What to do if you are worried a child is being abused (March 2015).
- Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings February 2022.

6.4 Children and Young People

Through the commitment to, and maintenance of, a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every pupil/student will:

- feel safe, be listened to, and have their wishes and feelings considered.
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult.
- learn how to keep themselves safe, including online.

6.5 Parents and Carers

At Falcons Learning we believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plan and intervention by Early Help Support Services are a key source of potential support. This will be underpinned by open and honest communication and transparency in terms of purpose., always working in the best interests of the child.

However, we ensure that parents are aware that there may be certain circumstances when we need to progress concerns in relation to Child Protection and seek advice from SaPH, in line with local procedures outlined in the 'Effective Support Guidance' without parental / carer consent or knowledge. Please see Appendix J.

Parents are also made aware that this policy is available from the school and is on the school web site. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the Policy or specific issues. Any such concerns will be considered when the policy is reviewed and responded to by the DSL, DSG or Principal.

If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance in Appendix I and follow normal safeguarding procedures.

Falcons Learning will work with Parents/carers as part of the commitment to support effective safeguarding practice and seek support from parents/carers through :

- understanding and adhering to the relevant Falcons Learning policies and procedures.
- talking to their children about safeguarding issues and support the School/College in their safeguarding approaches.
- identifying behaviours which could indicate that their child is at risk of harm including online.
- seeking help and support from the School/College or other agencies.

7	Child Protection Procedures
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7.1 Identifying Concerns

School staff are particularly well placed to observe and should be alert to outward signs of abuse / neglect, various forms of exploitation and risk and any changes in behaviour or poor or irregular attendance.

When concerned about the welfare of a child, staff will always act in the best interests of the child and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

Working Together to Safeguard Children (2018) and Keeping Children Safe in Education, 2022, outline the definitions and indicators of abuse and neglect and all staff are made aware of this. Please also refer to Appendix A. The DSL and DSG ensure that all staff have received and been given the time to read KCSiE, 2022, Part One or Annex A and have access to the full guidance.

Additional, localised information is also contained in the ERSCP document – *'Effective support for children, young people and families in the East Riding of Yorkshire Guidance for all practitioners in working together to support families and safeguard children'*.

All staff are made aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.

Understanding the indicators of abuse and neglect, is key to fashioning an appropriate response to concerns as early as possible and provide the support required to prevent escalation and a worsening situation. It is recognized that there are a wide range of potential safeguarding issues that school staff need to be aware – see Section 5.5. When assessing whether a child may be suffering actual or potential harm, there are 4 categories of abuse, which often overlap (see Appendix A for further information):

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Child specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g., SENCo

Safeguarding incidents and/or concerns can be associated with factors and risks outside the home and education setting. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviours on a continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child. It is also important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused. The DSL will take seriously all concerns shared and explore them individually.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the School/College Behaviour Policy and/or 'Searching, Screening and Confiscation' policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance (July 2022).

The DSL (or deputy) will be informed of any searching incidents (ideally in advance and thus can contribute to the decision making and any arrangements) where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our Behaviour Policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns. Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

7.2 Responding to Concerns

"Never Do Nothing – Do the basic things well - It can happen here"

"If in doubt SHARE---this protects you, the school and the pupil"

The ERSCP document - 'Effective support for children, young people and families in the East Riding of Yorkshire: Guidance for all practitioners in working together to support families and safeguard children' – provides comprehensive information, advice and guidance on local procedures and should be used as a point of reference to support and inform decision making across Safeguarding and Child Protection concerns.

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse and should not 'investigate' concerns.

This information must be recorded using the CPOMs record of incident form, or should this system be unavailable for a technical reason on the 'Record of Concern Form'. (Appendices B – E for supporting documents).

Concerns relating to marks or injuries must also be recorded on a 'Body Map' page of the CPOMs system. However, should this system be unavailable then (Appendix D) which should be attached to the 'Record of Concern Form' (Appendix C). If using a body map injuries or marks must be described, in addition to locating on the body map.

Photographs must not be taken of any marks or injuries.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or disclosures as insignificant, as they may provide a vital link to other information.

Staff must not:

- keep such concerns to themselves.
- investigate or seek proof.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions (i.e. Tell me – Explain - Describe)
- delay recording or passing concerns to the DSL.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (See Section 17) and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff and how to progress communication and information sharing with parent / carer and partner agencies.

The DSL will acknowledge receipt of any concerns and provide an update progress.

7.3 Children suffering or at risk of significant harm

If it is considered that a pupil has suffered or is at risk of significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SaPH. Every effort should be made to communicate openly and honestly with parents and gain consent

However, if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk
and/or
- There is a possibility that a crime may have been committed
and/or
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage
and /or
- Informing parents/ carers might place staff at risk
and/or
- When a delay in obtaining consent may put a child at risk

a contact to the SaPH will be made before discussing the matter with parents or carers.

In any case this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.

After a telephone contact to the SaPH the DSL or other delegated member of staff will email a completed Request for Service Form (appendix N)- ideally immediately after initial telephone referral and at the latest within 24 hours to support informed decision making.

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to a non-Social Work 0-25 worker, then the SaPH will be contacted.

In all cases records of discussions with the SaPH and other professionals will be recorded in the Child's file.

7.4 Emergency Duty Team

The principal responsibility of the CEDT is to respond to out of hours contacts in relation to child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information onto an on-call social worker.

School will have the following information for the call:

- Name of the family and the child(ren) involved
- Age(s) of the child(ren)
- Address and telephone numbers
- Whereabouts of the child, if known

Prior to contacting CEDT, school will consider the following to aid decision making:

- How does the current situation impact on the child?
- How does the parent / carer and child feel about your concerns, request for support?
- What needs to change to make things better or safer for this child and family?
- Has the child suffered any harm and how do you know? If the child has an injury describe this
- If yes, how often has this happened and what are the triggers?
- What is going well for this child and family?
- What has already been done to address any concerns and how has this helped?
- What resources / services are currently in place?
- What chronologies can you submit to support your referral?
- What would the family like to change?

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All of the above will be fully recorded on the child's CPOMs file and information shared on an 'as required' basis.

7.5 Case Conferences, Core Group, TAF & Strategy Meetings

Falcons Learning recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

The Senior Leadership Team, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Principal will ensure that the appropriate member(s) of staff attend support and attend all relevant meeting, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.

Reports will be discussed if possible, with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and where possible and practical host such meetings. Where not possible, the SIET will offer this support.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

7.6 Children's Concerns

Falcons Learning recognises that a child centred approach is an essential part of effective safeguarding practice and that listening to children and young people is central to safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support, how this can be accessed and that their concerns will be treated seriously.

All staff realise the difficulties children and young people may have in telling somebody they've been abused and recognise how important it is for staff to understand abuse and how to respond to concerns about it. Staff will also need to be able to determine how best to build trusted relationships with children and young people which facilitate communication.

Staff will maintain vigilance and awareness professional curiosity, speaking to the DSL if they have concerns about a child. This extends to an understanding that children can be at risk of harm inside and outside their home, education setting, and online.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix F). This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) curriculum from September 2020.

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The schools reporting mechanism is promoted via the personal development curriculum and the guidance from Part Five of KCSiE, 2022 is followed.

Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc. to gather children's opinions about the support systems in place. In turn this will inform the ongoing development of support structures and safeguarding procedures.

7.7 Feedback and escalating concerns about individual cases

When 'Requests for Service' are made, the SaPH or EPH will inform the school of the outcome and decisions made for the child. If the school does not receive written feedback on the decision reached by the SaPH or EPH within 24 (or sooner in urgent cases) or 48 hours respectively the school will contact the appropriate Hub to seek advice.

If the DSL disagrees with the advice or action made by SaPH, the EPH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the escalation policy, the ERSCP:

'Resolving Inter-Agency Disagreements Guidance and protocol, including escalation, for use by staff from all agencies' should be the point of reference.

Records of all such discussions and responses will be retained in the pupil's chronology.

The DSL will ensure that a record of all information is collected, and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to the SaPH, the allocated Social Worker or the LADO themselves.

7.8 Confidentiality

It is recognised that all matters relating to Child Protection are highly confidential and the DSL / DDSL will share that information on a '**need to know, what and when basis**'. In line with this, records will be stored securely with restricted access to only relevant staff using the CPOMs system.

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also made aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and under GDPR legislation, potential heavy fines.

Staff are aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate

All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

7.9 Information Sharing

In cases involving possible child abuse or neglect the school has a duty, responsibility and the legal right to share information.

The DSL/Principal will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018', the seven golden rules to sharing information:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018

you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.

7. A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Falcons Learning has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements

Due regard will be given to the relevant data protection principles, which allows the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE, 2022).

8	Record Keeping and Transferring / Retaining Records
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It is essential to keep timely, detailed, accurate and accessible records in order to protect children effectively. At all times Information Sharing guidance and GDPR (2018) will be followed

All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL. If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns must always take priority

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL – always observing the principle “IF IN DOUBTSHARE”

All reports of concern and other entries on a child’s Child Protection file must include a record of actions taken by the internal referrer or DSL and the outcome.

All staff should record such concerns or disclosures on a ‘Record of Concern’ sheet (Appendix C) and if needed a Body Map (Appendix D)

The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Principal or appropriate Senior Manager

Child protection records will be kept confidential and stored securely, will be kept for individual children and will be maintained separately from all other records relating to the child

Each individual Child’s file of concern or official documentation will contain a ‘Cover & Summary Sheet Appendix E and a Chronology sheet Appendix M which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on the chronology sheet. The file will also contain all other relevant information but be separate from the child’s other school records

Separate child or if appropriate, family CP files are stored in a locked and secure location in the office. Primary storage is electronic and held in CPOMs. Only the DSLs, Principal, and other appropriate Senior or Pastoral Staff have access to these files

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current information sharing guidance and GDPR (2018)

Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such

Parents may request to read their child's file under Subject Access Request or GDPR. School will seek legal or safeguarding advice from if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted

The DSL will decide what information needs to be shared within school with whom and when on a case-by-case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent School/College, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained

Records are sent or if possible, handed to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL'. If sending by post records will be

(1) sealed in an envelope and marked as above and

(2) sealed in an addressed envelope before sending by recorded delivery

Where records are transferred electronically via a commercial e system, the DSL will oversee the task and ensure that the effective transfer is completed and transfer protocols adhered to. Electronic transfer outside of such a system should involve password protecting documents and, sending this separately and where possible and ideally using secure email

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support

Where the School/College receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Coordinators (SENCOs)/ named person with oversight for SEND, will be made aware of relevant information as required

Where a pupil/student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil/student, and if so, if the files have been sent

The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience

9	Complaints
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All members of the School/College community should feel able to raise or report any concerns about children's safety or potential failures in the School/College safeguarding regime. Falcons Learning has a complaints procedure available to parents, pupils/students and members of staff and visitors who

wish to report concerns or complaints. This can be found on the website, in teams and a hard copy in the office.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The leadership team at Falcons Learning at will take all concerns reported to the School/College seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer or is identified as a Low-level concerns will be dealt with in line with section 17 of this Policy.

10	Early Help
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Falcons Learning fully supports the continued emphasis within KCSiE, 2022 upon Early Help and prevention support.

Local ERSCP procedures will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school. In such cases consent from parent / carers will be sought for a contact to be made to the Early Help and Prevention Hub in whose area the child or family live.

If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Locality Hub in whose area the child lives.

School will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.

If a service is to be provided the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing Early Help Assessments:

<https://www.erscp.co.uk/practitioners-and-professionals/early-help-assessment-guidance/>

If the DSL believes that the child may be a 'Child in Need' or a child in need of protection, then the DSL will consider if a consultation with the SaPH is required to discuss their concerns.

11	Specific Safeguarding Concerns – Further Information
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Part One and Annex B of KCSiE 2022 and Section 5.5, provide further information on and types of abuse and a range of specific safeguarding issues. Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in Section 7 of this policy and speak with the DSL or a deputy. All staff are made aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns, following the identified procedures.

11.1 Physical, Emotional, Sexual Abuse and Neglect

Please see Appendix A - Categories of Abuse, for further information.

11.2 Child-on child Abuse

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. It can be an isolated incident or part of a pattern and may involve, power imbalance, intent and repetition. All staff are aware of the different type of child-on-child abuse and the indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

Falcons Learning recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse.

All staff are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered.

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviour's to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously and concerns acted upon and support provided. Including with staff mentors, teaching assistants, and other learners during discussion. This may involve utilising the school Behaviour Policy and sanctions where appropriate.

Students are aware of how to share concerns in confidence with their tutors and staff.

The school/college RSE / RSHE curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

Concerns about pupils/students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils/students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, appropriate contact and Requests for Service (if needed) will be made in line with local safeguarding procedures.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC web site –

<https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

This will not prevent or delay the school in following our own internal disciplinary procedures and/or making a request for service to the SaPH if this is required.

If an incident has occurred during the school day or is occurring that is clearly an urgent criminal matter, 999 will be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will be informed.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the pupils involved. School will make every effort to ensure that during such investigations all pupils involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a pupil may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

Staff are aware that ‘up skirting’ behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

11.3 Child-on-child sexual violence and harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2022 will be followed along with the SiET ‘Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence’.

It is recognized that sexual violence / abuse and sexual harassment can happen anywhere, and all staff will maintain an attitude of ‘it could happen here’ and that sexual violence and sexual harassment can occur between two children of any age and sex. Falcons Learning adopts a school wide ‘zero tolerance’ approach to such behaviours.

Such behaviours can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the School/College will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, child protection, online safety.

With regard to the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress

Staff recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response:

- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE, 2022 and relevant local/national guidance and support.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.
- Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Early help etc.).

Important considerations which may influence this decision include:

- the ages of the children involved.
- the developmental stages of the children involved.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- whether there are any ongoing risks to the victim, other children / students, or staff
- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
- any power imbalance between the children.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.

In most instances the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team and SaPH.

11.4 Honour Based Abuse (HBA)

All staff are reminded of the need to be aware of such abuse as outlined in Part 1 and Annex B of KCSiE, 2022, and the statutory duty and responsibility to report concerns related to Female Genital Mutilation.

So-called 'Honour' Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as Child Protection concerns and in line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999

Whilst all staff will speak to the DSL (or DDSL) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on Teachers:

- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police and will be supported by the DSL in doing so (see below).

The need to know basis of reporting HBA is paramount and this must be only shared with the DSL and kept in full confidence. In this case it is essential that no communication outside school takes place other than by the DSL

11.4.1 FGM Reporting Procedure

The following reporting procedures in line with ERSCP / Humberside Police agreed arrangements should be followed in case of possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

1. If a member of staff suspects that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage, they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact the SaPH by phone. If the child is believed to be at immediate risk the Police should be contacted on 999.
2. The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.
3. If a member of staff discovers by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and should contact the Police and then the SaPH.
4. In this case if the member of staff is a teacher (or employed to carry out teaching duties) **the referral to Police and the SaPH will be made by this teacher with the guidance and support of the DSL**. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.
5. The written request for service should be made immediately.
6. If the DSL or Deputy DSL is not available within this timescale the member of staff should contact the SaPH and update the DSL.
7. A written 'Request for Service Form' form should be forwarded to the SaPH in line with ERSCP safeguarding procedures.

11.5 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may place their safety and welfare at risk.

11.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE, 2022, Part One and have access to Annex B: Further information. Any concerns will be referred to the SaPH in order that the LA can consider this information in line with the 'Effective Support Guidance'.

It is recognised that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Routinely, this will be in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff are aware that children can become trapped in CCE and as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys and that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

Staff recognise that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that is targeted.

11.7 Possible Violent Extremist Radicalisation & Hate Incidents

Falcons Learning is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

Staff are made aware that that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

If it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police and local authority,

prevent@humberside.pnn.police.uk

and

prevent@eastriding.gov.uk (Appendix L).

If there is an immediate concern of risk or emergency the school will call 999.

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime Reporting System via 101 or online at the ERYC Web site:

<https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

or via

<https://www.humberside.police.uk/hate-crime>

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The school ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community appropriate levels of training will be given to DSL, Senior staff, and other staff.

The RSE / RSHE curriculum will ensure that issues such as tolerance, respect, democracy, and individual liberty are covered in age appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of RSHE / PSHE activities within school.

11.8 Serious Violence

All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or Criminal exploitation. Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with the DSL or DDSL. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

Indicators may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

11.9 Domestic Abuse

The school is involved in the Humberside Police / ER LA Operation Encompass Domestic Abuse alert system and supports pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or deputy).

11.10 Private Fostering & Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer for 28 days or more, or where the placement is likely to be more than 28 days, a request for service to the SaPH will be made.

*(Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts - whether of full blood, half blood or marriage/affinity)

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children SaPH will be notified if the school has concerns about such arrangements.

11.11 Mental Health and Emotional Well-Being

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL or DDSL. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

The school will arrange support for children with Emotional & Mental Health issues by in school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area.

11.12 Nude and / or semi-nude image sharing by children

Falcons Learning recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

DSLs will respond to concerns in line with the non-statutory UKCIS guidance: '*Sharing nudes and semi-nudes: advice for education settings working with children and young people*' and the local Effective Support Guidance / Windscreen'. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

All decisions and action taken will be recorded in line with our child protection procedures.

A contact will be made to SaPH and / or the Police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from the SaPH and / or SiET.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately.
- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
- not to delete the imagery or ask the child to delete it.
- to avoid saying or doing anything to blame or shame any children involved.
- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
- not to investigate or ask the child(ren) involved to disclose information regarding the imagery.
- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

12	Supporting Vulnerable Children and those potentially at greater Risk of Harm
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Children may be potentially vulnerable or at risk as a result of a wide range of factors, (some of which may be interlinked), for example, because they have additional or Special Educational Needs, are a Looked After Child, have experienced or are experiencing any form of neglect, abuse or complex or adverse family circumstances. At Falcons Learning we will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances to maximise the effectiveness of support. Information from the DSL or other pastoral staff will inform the development of support structures in respect of key areas such as attendance, learning, behaviour, and mental & emotional health.

12.1 Children with a Social Worker

Advice and guidance is available from the VCET - Strategic Lead for the Education of Children with a Social Worker. Due regard will be given, by Falcons Learning, to the non-statutory guidance DfE Guidance: *Promoting the education of children with a Social Worker, Virtual School Head role extension, June 2022.*

The DSL will maintain records and details of children who have a Social Worker and where possible, where there has been previous involvement of a Social Worker. The DSL will liaise with staff as

appropriate to ensure relevant information is shared and that there is a consistency of approach and support.

In turn, this will inform support and decision making to promote positive outcomes spanning attainment and progress as well as pastoral and safeguarding considerations (for example, responding to unauthorised absence and provision of pastoral and/or academic support).

The DSL will ensure that the allocated Social Worker is kept informed, as appropriate, of any concerns / significant events. Falcons Learning will support the work of partner agencies and Social Worker's.

12.2 Children who are LGBTQ

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm, however, Falcons Learning recognises that children who are LGBTQ or are perceived by other children to be LGBTQ (whether they are or not) can be targeted by other children or others within the wider community.

Furthermore, it is recognised that risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. LGBTQ is included within our personal development curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

This approach is underpinned by the school wide commitment to inclusion and a zero-tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviour(s).

12.3 Looked After Children (LAC) and Previously Looked After Children (PLAC)

Falcons Learning recognises the common reason for children becoming looked after is because of abuse and/or neglect and a PLAC also potentially remains vulnerable.

The Designated Teacher who supports and promotes the educational achievement of LAC and PLAC, working with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff involved with the child, to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan (PEP) are supported by staff involved with the child.

The DSL will maintain records of the Social Worker and Virtual School personnel in the authority that looks after the child and will communicate and share information as required

The DSL and Designated Teacher will work together to ensure appropriate staff have the information they need to support this vulnerable cohort and also that staff are aware of, and meet the requirements for, information to be made available for the PEP meeting.

12.4 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, Falcons Learning, will follow LA procedure by informing the LA about the decision.

We will work together with and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

12.5 Children Missing Education (CME)

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly county lines. A robust response to children missing from education will support the identification of such abuse and may help prevent the risk of children going missing in the future.

We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

Falcons Learning will telephone the learner's contacts point and record the outcome on the CPOMs system.

Falcons Learning will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.

The LA EWS will be informed if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS. The 10 day 'threshold' will be regarded as a maximum period, with earlier notification in the event of increased safeguarding concerns and / or clear evidence from school/college efforts that a child has relocated and whereabouts unknown.

Similarly, we will work with the EWS in relation to the monitoring of potential Pupils Missing Out on Education.

If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.

If a child who is not open to CSC, that the school has concerns about, does not attend school the school will in accordance with the Effective Support guidance consult with or place a request for service with SaPH, the EWS and / or the police depending on the circumstances.

Falcons Learning will ensure that they know the attendance of any children educated off site. The school has agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.

If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact (and Social Worker if open to CSC). If after that search the child is not located the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances.

12.6 Children with Special Educational Needs or Disabilities (SEND)

Staff are reminded that Children with SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviour's such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support and attention for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENCo to plan support as required. Falcons Learning is a Special School with procedures and policies in place to support the welfare and progress of learners.

Falcons Learning has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected.

Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems. Further information can be found in our policies.

13	Opportunities to Teach Safeguarding
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Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils/students have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. We recognise that school/college play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned.

Falcons Learning will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through the Personal Development Curriculum.

Falcons Learning recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole-School/College approach which prepares pupils/students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Through our Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum, Falcons Learning will establish and maintain a clear set of values and standards, upheld and demonstrated throughout all aspects of School/College life. Our programme is fully inclusive and developed to be age and stage of development appropriate.

Falcons Learning recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example children who are victims of abuse and children with SEND.

Our School/College systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.

14	Online Safety
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KCSiE, 2022, outlines the need for staff and Governors to receive training covering online safety and that it is essential that there is a whole school approach towards online safety, spanning training, curriculum content and teaching, communication with parents/carers and school IT resources (appropriate filtering and monitoring etc.).

Accordingly, the DSL will ensure that all staff / Governors receive online safety training as part of induction and that ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. Training will be delivered through the ERSBC package.

The DSL, supported by relevant colleagues (e.g. IT Manager / Technicians, e-safety Lead and Curriculum Leaders), will take the lead role in overseeing and have responsibility for online safety and the management of this is a safeguarding issue. The DSL will keep the Principal and DSG updated as appropriate of any incidents and the DSG will report on online safety practice and incidents, including outcomes, on a regular basis to the wider Governing Body.

Falcons Learning have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Falcons Learning identifies the need for children to be safeguarded from potentially harmful and inappropriate online material and also that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content. For example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Additionally, we will ensure a comprehensive whole School/College curriculum response is in place to enable all pupils/students to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Falcons Learning will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our children face online.

The DSL will respond to online safety concerns in line with Safeguarding / Child Protection and any other associated policies, including our Anti-bullying Policy, Social Media Policy and Behaviour Policy:

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Falcons Learning does not use a wide range of devices and technology systems to facilitate internal and external communication, teaching and information storage. The school Acceptable User Policy and related policies, currently under construction for release when the school requires them, will underpin the operation of all school owned devices and systems along with safety and security measures in place.

Our leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.

All users (staff and pupils) will be informed that use of our systems is monitored, and that this will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through internal monitoring will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be considered as a safeguarding issue and appropriate action taken to address concerns:

- Where appropriate information will be shared with relevant agencies, such as the [Internet Watch Foundation](#), [SaPH](#) and the Police

- When implementing appropriate filtering and monitoring, Falcons Learning will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Falcons Learning will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.

As part of the school wide commitment to providing a broad and balanced curriculum, Falcons Learning will ensure that pupils/students are taught about online safety as part of broader teaching about safeguarding.

All communication with pupils/students and parents/carers will take place using School/College provided or approved communication channels; for example, School/College provided email accounts and phone numbers and/or agreed systems: Google Classroom, Microsoft 365 or equivalent etc. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Through a partnership approach and ongoing communication, Falcons Learning will support parents/carers to be aware of the importance of children being safe online and to be alert to the potential benefits.

Falcons Learning will ensure parents and carers understand what systems are used to filter and monitor their children’s online use at School/College, what their children are being asked to do online, including the sites they will be asked to access and who from the School/College (if anyone) their child is going to be interacting with online.

15	Training
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15.1 All Staff

The DSL takes the lead role in overseeing staff training, ensuring this is at the appropriate level, recorded and refreshed, cascading information through briefings, CPD sessions, and organised training events and updating all staff on safeguarding issues that require ongoing vigilance.

All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.

As part of this, all staff will receive annual training / briefing about, and have time allocated to read and the opportunity to seek advice or clarification about the current:

- KCSiE, 2022 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children)
- Staff Code of Conduct 2022-2023
- Whistleblowing Guidance 2022-2023
- Strategic Child Protection & Safeguarding Policy 2022-23
- Staff Reference Guide Child Protection and Safeguarding Policy 2022-2023
- Behaviour & Attendance policies - and understand the safeguarding context of both.

This training will also cover

- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.

- Briefing on range of safeguarding issues to be aware of (as identified in Part 1 and Annex B of KCSiE, 2022), internal safeguarding procedures and expectations
- Where key documents and guidance can be accessed.

All staff will know where and how to access the current documents listed below: Hard copy in the office, online copy in Microsoft Teams Policy folder.

- KCSiE, 2022 (Full guidance)
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- Working Together to Safeguard Children (2018).
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for Safer Working Practice for Those working with Children and Young people in Education Settings (February, 2022) – Safer Recruitment Consortium
- Staff Code of Conduct 2022-2023
- Whistleblowing Guidance 2022-2023
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)

All staff engaged in 'regulated activity' (e.g. teaching and teaching assistant and pastoral staff) and the CoG and DSG complete the ERSCP online training 'Safeguarding in Education' and complete refresher training every 3 years thereafter.

Other staff and Governors complete either the ERSCP online training 'Safeguarding Everyone Level 1' or Safeguarding Children Level 2 and complete refresher training every 3 years thereafter.

Falcons Learning will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach and curriculum planning.

The DSL will ensure that appropriate staff complete online Prevent and FGM training.

Other short term or visiting staff and volunteers are made aware of the key safeguarding staff and internal Safeguarding reporting procedures within the school.

15.2 Governors

The CoG and DSG will complete e-learning module 'Safeguarding in Education', which will be refreshed every 3 years.

All other Governors will complete as a minimum e-learning module 'Safeguarding Everyone Level 1', which will be refreshed every 3 years.

Training will be completed as part of the induction package for new Governors, including 'online safety' in line with changes introduced in KCSiE, 2022.

The DSG will also completed Safeguarding Governor training led by the SiET.

This training equips Governors with the knowledge to provide strategic challenge to test and assure that safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding

15.3 Induction

Falcons Learning will have a process in place to alert the DSL to all new staff (including agency and third-party staff) / volunteers starting employment.

When new staff or volunteer start, the DSL will ensure that as part of their induction they are briefed on the safeguarding expectations and internal structures that support meeting these, along with key documents and the time to read these. The induction process will be recorded and confirmation of completion signed / logged

Induction will include:

- Keeping Children Safe in Education 2022 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children).
- Staff Code of Conduct 2022-2023.
- Whistleblowing Guidance 2022-2023.
- Strategic Child Protection & Safeguarding Policy 2022-23.
- Staff Reference Guide CP and Safeguarding Policy 2022-2023.
- Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of, internal safeguarding procedures and expectations and where key documents and guidance can be accessed.

15.4 DSL / DDSL Training

Due to the significance of these roles in maintaining effective safeguarding practice and procedures, the DSL and DDSL require additional training, skills and knowledge that spans the range of safeguarding concerns that may need to be addressed.

Over and above annual inset staff safeguarding briefing, the DSL and DDSL where applicable, will also ensure that staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meeting etc.) to provide them with the skills and knowledge to safeguard children effectively.

The DSL and DDSL where appropriate, have access to suite of training courses that is a mix of e-learning, facilitated online training and face to face training. This training will be regularly reviewed and enhanced by other ERSCP training on topics relevant to the school's specific needs.

The DSL may nominate staff members to train and take a particular lead in areas of safeguarding practice, such as Domestic Abuse, FGM etc.

The SiET have coordinated a package of training courses and distributed this information across education settings in the form of guidance:

- 2022-23 e-learning Training and Staff Training Requirements
- 2022-23 SiET Facilitated Training Calendar and Staff Training Requirements

The DSL and DDSL will use this as a basis to access and update relevant training

The DSL and Principal will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained and in what, ensuring that training is 'refreshed' as required.

The DSL will ensure that there is an up-to-date record of staff training

16	Reasonable Force
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There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Any physical interventions and/or use of reasonable force will be in

line with our agreed policy and procedures, and national guidance. Further information regarding our approach and expectations can be found in our behaviour Policy and is in line with the DfE 'Use of reasonable force in schools' guidance, along with further information contained in Part 2 of KCSiE, 2022.

Staff will ensure that the school policy on physical intervention is followed.

All incidents requiring such action will be logged with the Principal or appropriate senior manager, and parents informed on the same day.

Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident and on the same day, unless in exceptional circumstances.

Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

If required we plan Positive Behaviour plans for individual children agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.

Restorative methods will be considered after each such incident and the pupil/student views on the incident sought.

Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

17	Safer Recruitment and Staff Vetting
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The school complies fully with Statutory Guidance KCSiE, 2022, 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts, application process, shortlisting and related reference seeking and consideration of standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as outlined and required in KCSiE, 2022. This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. All other required vetting as outlined in KCSiE, 2022 will be completed.

The School also ensures that for all other staff (e.g. contractors) who may have regular contact with children, who are not engaging in regulated activity the appropriate level of DBS checks are either carried out or confirmation of such checks are completed.

An accurate Single Central Record (SCR) is maintained in line with statutory guidance,

The Principal and at least one Governor complete appropriate Safer Recruitment training which must be updated every 5 years (although it is recommended where possible, given the changing nature of this area of practice, that training is renewed every 3 years). All appointment panels will have at least one member who has completed this training in the last 5 years.

All staff that are covered by the:

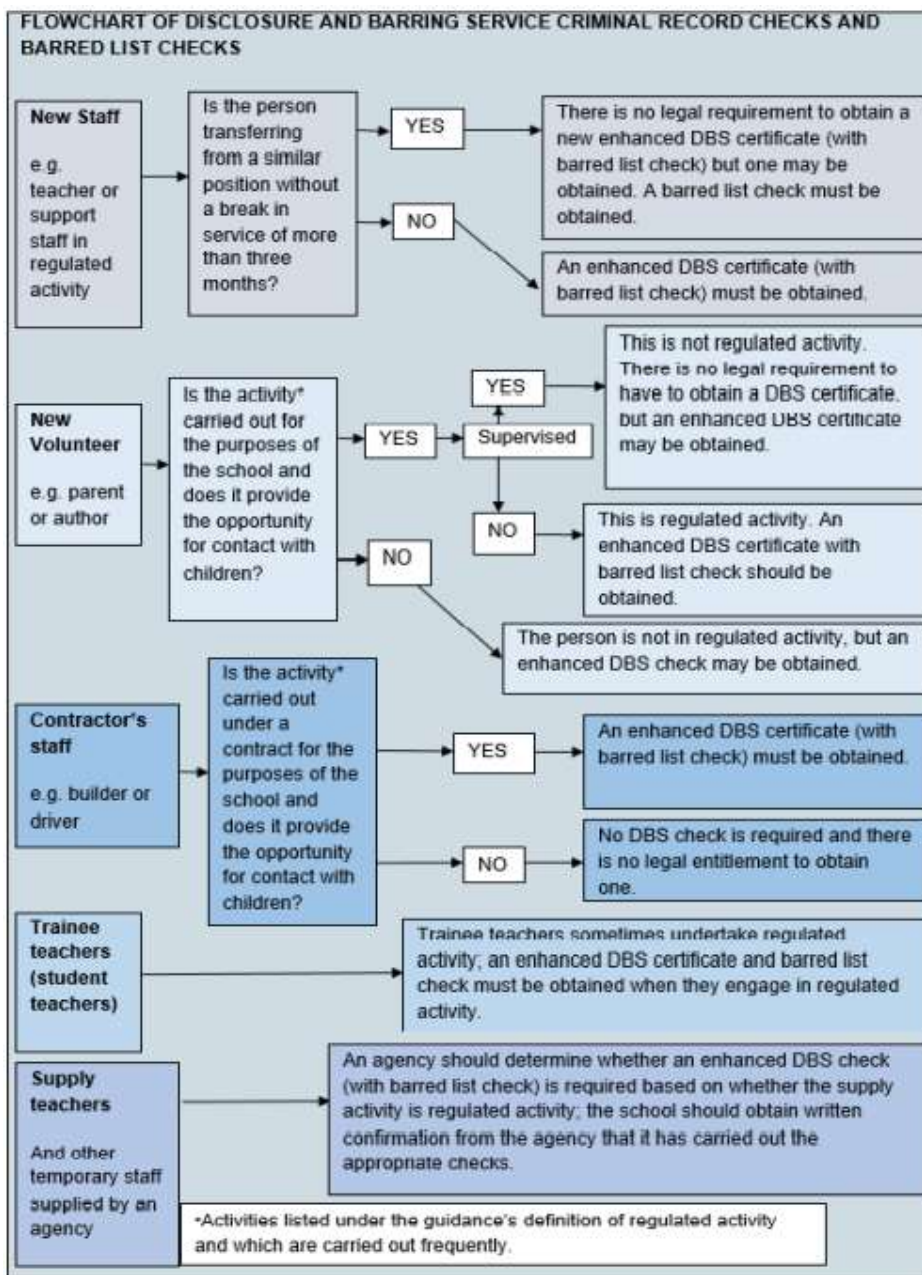
'Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' and are aware of their responsibilities to disclose any possible matters (e.g., convictions, cautions, court orders, reprimands, and warnings) that need to be considered under this act. If such disclosures are made, the Principal will seek advice from ERYC HR service (or other HR provider) and will liaise with the LADO.

If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and vetting procedures in place.

Where a pupil/student is placed in an alternative provision provider, Falcons Learning will continue to be responsible for the safeguarding of that child. Appropriate checks will be undertaken to ensure the provider meets the needs of the pupil/student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Where the work experience placements are organised, Falcons Learning will follow the advice and guidance as identified in Part three of KCSIE 2022.

See Sections 21 and 22 for further guidance on contractors, visitors etc.



18	Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing
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18.1 Concerns that meet the ‘Harm Threshold’

KCSiE, 2022, Paragraph 355, outlines the ‘Harm Threshold’ –

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

In terms of the ‘Harm Threshold’, staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child but that may suggest that they could present a risk to children.

All staff have access to:

- Keeping Children Safe in Education 2022 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors
- Staff Code of Conduct 2022-2023
- Whistleblowing Guidance 2022-2023
- Contact details for the CoG and LADO

All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.

However, it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer might be required.

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Principal.

If the allegation concerns the Principal the referrer should contact the Chair of Governors, a senior Member of staff or the LADO immediately (in the event of concerns/allegations about the Principal, where the Principal is also the sole proprietor of an independent school, this should be reported directly to the LADO.).

It is unacceptable for any member of staff not to refer such concerns.

The Principal (Chair of Governors, a senior Member of staff) will on the same day, contact the LADO and follow the statutory guidance KCSiE, 2022, Part Four

Following information sharing and a referral to the LADO, discussion will determine if the allegation / potential concern, meets the Harm Threshold. Those involved, will agree further action to be taken in respect of the child and staff member.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing and they feel the situation is urgent, they should raise concerns and press for reconsideration or discussion.

18.2 Low Level Concerns

Falcons Learning may also need to take action in response to 'low-level' concerns about staff.

Additional information regarding low-level concerns is contained in

- Staff Code of Conduct 2022-2023
- Whistleblowing Guidance 2022-2023
- Low-level Concerns Policy 2022-2023

this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

Examples of such behaviour could include (KCSiE, 2022, Paragraph 425), but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door,

Falcons Learning has an open and transparent culture in which all concerns about all adults working in or on behalf of the School/College are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the School/College are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'Low-level' concern does not mean that it is insignificant; a Low-level concern is any concern that an adult working in or on behalf of the School/College may have acted in a way that is inconsistent with expectations and the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all Low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false Low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with the Low Level Concerns policy.

Whether all Low-level concerns are shared initially with the DSL or another nominated person, or with the Principal, is a matter for local arrangement.

If low-level concerns are reported to the DSL, the DSL should inform the Principal of all low-level concerns in a timely fashion according to the nature of each particular concern. Additionally, the Principal may wish to consult with the DSL and take a more collaborative decision making approach.

The Principal is the ultimate decision maker in respect of the response to all low-level concerns and if deemed appropriate, will share concerns and liaise with the LADO to clarify if the Harm Threshold has been met or if the matter can be dealt with as a low-level concern.

Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the School/College will implement appropriate action, for example consulting with the LADO enquiry line and following appropriate disciplinary procedures.

18.3 Safeguarding Culture and Whistleblowing

Falcons Learning are committed to maintaining a safeguarding culture that is characterized by openness, trust and transparency in which our values and expected behaviour, as set out in Staff Code of Conduct 2022-2023, are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

At all the time the requirements of KCSiE, 2022, Part Four, will be adhered to and all staff have access to this.

All staff are made aware and regularly reminded that they are in a Position of Trust and what the implications of that are and that any sexual 'relationship', consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter

If staff find themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, they are encouraged and should feel confident to self-refer, if they have This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

The leadership team at Falcons Learning will take all concerns or allegations received seriously and all staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the School safeguarding regime.

All members of staff are made aware of the Whistleblowing Policy and the obligation to report concerns and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant School/College policies including staff capacity policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

If staff do not feel able to raise concerns regarding child protection failures internally they can access the NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

Falcons Learning 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 Falcons Learning, 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 the Principal.

19	Use of Premises by Other Organisations
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Where services or activities are provided separately by another body using the School/College facilities/premises, the Principal and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

20	Site Security – Health & Safety and Emergency Procedures
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The following procedures are in place

- There is a School Specific H & S policy in place.
- Daily visual site inspections are carried out before school.
- Termly H & S inspections are carried out.
- Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H& S concern.

LA generic H & S Risk Assessments 'On Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate. (Or equivalent).

The DSL will be made aware immediately of any issues that could result in a Safeguarding matter for children and young people following the daily visual site inspections and will remedy as soon as possible.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes:

- The need to evacuate in the event of a bomb scare or fire.

Or

- the need to initiate a complete or partial 'lock down'.

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School/College as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

Falcons Learning will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

21	Volunteers
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Falcons Learning will ensure any volunteers, via their induction, are aware of school policies and expectations in respect of Safeguarding, Conduct and Whistleblowing.

School will undertake a risk assessment informed by professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in Part 3 of Keeping Children Safe in Education.

If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers, the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

22	Contractors, Visitors, Supply and Agency Staff and ITT Trainees
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Falcons Learning will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE. 2022 (Part Three: iii)

Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's barred list information). This will be obtained, either directly by Falcons Learning as required, or will be confirmed as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place).

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

Visitors to the school including contractors and volunteers are asked to sign in and are given an identity badge to confirm that they have permission to be on site. Furthermore, the identity of contractors will be checked upon arrival.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

See Appendix G for suggested wording of Visitor Information.

23	Extended School and Offsite provision and Educational / Residential Visits
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Where extended school activities are provided and managed by the school, this Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off-site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off-site provision for pupils that remain on the school roll is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to them or others are allocated alternative or other off-site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate ERYC (or equivalent) planning and risk assessment procedures for all educational visits and activities.

24	Policy Review
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This Policy will be reviewed and approved by the Governing Body at least annually, and by exception as required – for example, updated in line with safeguarding issues as they emerge and any national or local updates etc.

This Policy along with the Staff Reference Guide CP and Safeguarding 2022-23 (as well as other important guidance) will be available to all staff in the staff office and on the teams system.

Parents/carers can obtain a copy of the Child Protection & Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the Falcons Learning website.

The DSL and Principal will ensure regular, termly reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual pupil/student situations or identifying features of families as part of their oversight responsibility.

Review Date: September 2023

Appendix A - Categories of Abuse

Falcons Learning Child Protection Policy

Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks

- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

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

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking

- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix B - Responding to Concerns - Disclosures

Falcons Learning Child Protection Policy

Responding to Concerns - Disclosures

- React calmly promise CONFIDENTIALITY not SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others.

The use of '**TED**' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open-ended type questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.

- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next, and be honest.

Make a written note using the CPOMs system.

- What is said
- What , if any questions you asked and the responses
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

If you see or are shown marks or injuries describe them and record on a body map (App C)

Pass the information to the DSL immediately

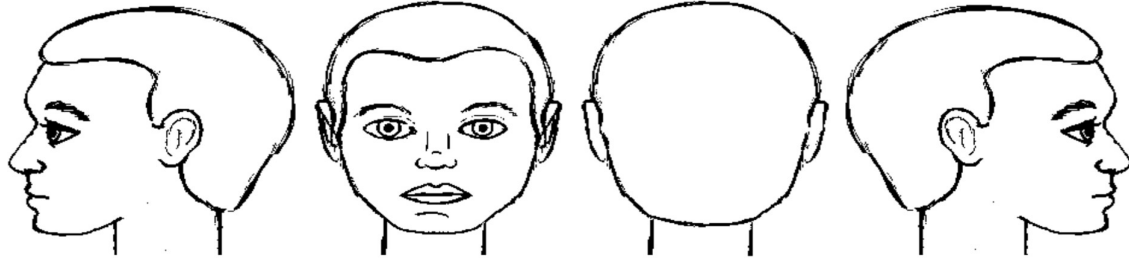
APPENDIX D – Body Map

Falcons Learning Child Protection Policy

**Child Body Map
(Attach to Record of Concern Form)**

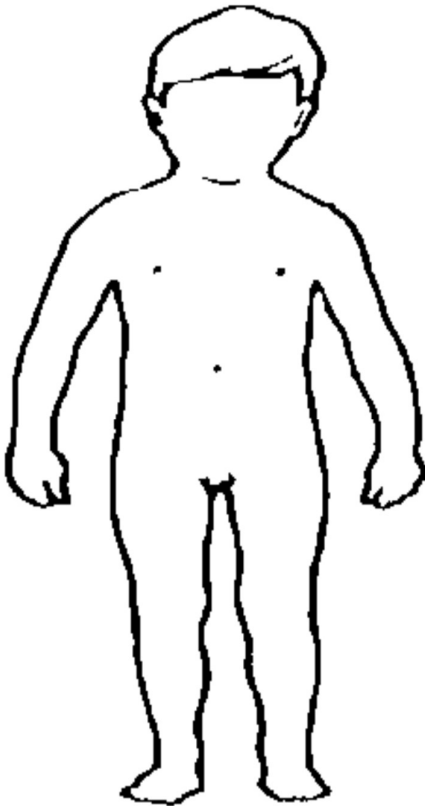
Name of Child:

Date of Birth

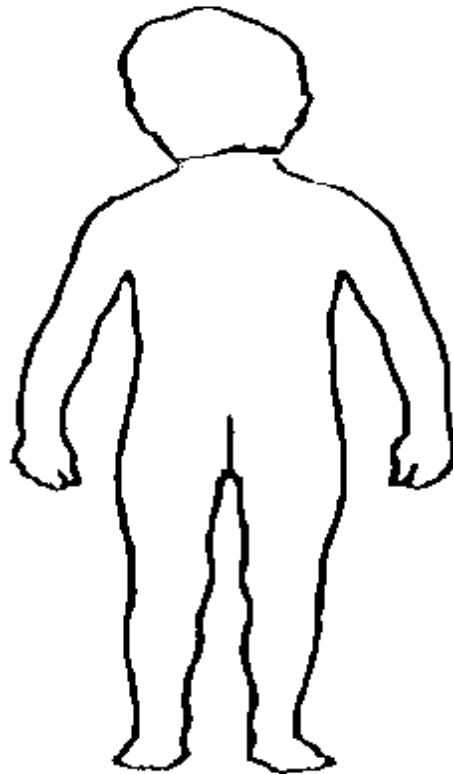


Left Side

Right Side



Front



Back

APPENDIX E – Body Map

Falcons Learning Child Protection Policy

CHILD PROTECTION COVER SHEET & SUMMARY RECORD

Name of Child DoB

--	--	--

Date record opened:

--	--	--

 Completed by:
 Title:

Date Enrolled

--	--	--

 Previous School

Siblings in School		
Name	Gender	Age

SEN	YES/NO	Disability	YES/NO
EAL	YES/NO	Other	YES/NO

If Yes record brief details:

Current involvement of other Agencies and Contacts. e.g.: CP Plan, CIN, CAMHS, Children’s Centre, SAL			
Date:	Agency:	Contact details:	End Date

APPENDIX F – Example of Advice for Children

Falcons Learning Child Protection Policy

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX G – Safeguarding Children; Information for visitors, supply staff and volunteers.

Falcons Learning Child Protection Policy

Safeguarding Children; Information for visitors, supply staff and volunteers.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

'Record of Concern' forms are available from reception. Complete this form and pass it to the Principal or another member of staff.

If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy.
- Reassure the child that they have done the right thing.
- Listen but do not ask leading questions.
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

Designated Safeguarding Lead is	Steve Wash
Deputy Designated Safeguarding Lead is	Jo Wash
Designated Safeguarding Governor is	Liz Seeley

APPENDIX H –

Falcons Learning Child Protection Policy

Ofsted Definition of Safeguarding

Inspecting safeguarding in early years, education and skills

Safeguarding children and young people's welfare is defined in 'Working together to safeguard children' as:

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

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from the following risks, which include abuse perpetrated by other children as well as by adults:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- sexual harassment, online sexual abuse and sexual violence between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
(<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-county-lines-exploitation>)
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- teenage relationship abuse
- upskirting (taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)
- substance misuse

- gang activity and serious violence, particularly affecting young males who have
- been excluded, have experienced trauma and have been involved in offending
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental
- health
- meeting the needs of children who have special educational needs and/or
- disabilities (SEND)
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

APPENDIX I –

Falcons Learning Child Protection Policy

Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer, or person authorised to collect a child appears to be:

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child, it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

APPENDIX J – Information for Parents

Falcons Learning Child Protection Policy

Information for Parents

At Falcons Learning, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership (ERSCP) has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Principal or Designated Safeguarding Lead or your child's Class Teacher / Head of Year. Or Liz Seeley who is the Governor with responsibility for Child Protection.

APPENDIX K – Support Organisations

Falcons Learning Child Protection Policy

Support Organisations

NSPCC ‘Report Abuse in Education’ Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo’s: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children’s Society: www.childrensociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Substance Misuse

- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org

- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

APPENDIX L – ‘PREVENT’ – Safeguarding Referral Form

Falcons Learning Child Protection Policy

‘PREVENT’ – Safeguarding Referral Form

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place.

This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:
AGENCY/TEAM:
ROLE/JOB TITLE
EMAIL:
PHONE NUMBER:
DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and appropriate

FULL NAME:
D.O.B.
GENDER:
ETHNICITY
NATIONALITY:
FIRST LANGUAGE:
RELIGION:
OCCUPATION, OR NAME: OF EDUCATIONAL ESTABLISHMENT
SOCIAL MEDIA NAME:
CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU SHARING THIS CONCERN?

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN? Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM? Please tick where applicable

Less than a week 1-2 weeks 2-4 weeks Over 1 month 3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

Recommendation of a CP review.

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALLY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable

FAMILY BREAKDOWN MENTAL HEALTH UNEMPLOYMENT LEARNING DISABILITY FAMILY DISPUTE PREVIOUS DOMESTIC ABUSE

SEXUAL ABUSE	FINANCIAL SUPPORT	ILLNESS	DISABILITY	HOMELESS	SOCIALLY EXCLUDED
ADOLSCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP
UNEXPLAINED TRAVEL	EXTREMIST MATERIAL	LOSS/ BEREAVEMENT			

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

APPENDIX M – Child Protection / Safeguarding Chronology Sheet

Falcons Learning Child Protection Policy

Child Protection / Safeguarding Chronology Sheet

Child Protection / Safeguarding Chronology Sheet						
Name					D.O.B	Sheet No
	<p>RECORD - Log all concerns, relevant contact with parents/carers, discussions with staff details of Social Care etc, information shared with whom and why, dates of Case Conferences & Core Groups etc. Cross reference to 'Record of Concern' sheets. Retain with this sheet: all minutes, 'Records of Concern', Body maps and other information including that from previous schools.</p>				<p>ACTION Note all subsequent actions taken.</p>	
Date					Initial / Staff Code	

APPENDIX N – Request for Service Form

Falcons Learning Child Protection Policy

Request for Service Form



Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on **(01482) 395500** or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer’s Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	
Organisation:				Address of referrer:	
Contact number				Postcode:	
				E-mail:	

Section B – Consent to make a request for service			
<p><i>Consent should always be sought from an adult with parental responsibility for the child / young person (or from the child themselves if they are competent) before passing information about them to either Children’s Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence</i></p>			
<p>Have you obtained consent to make the request for service?</p>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Date obtained:
<p><i>If yes, what is the parent / carer and child’s view of the request for service</i></p>			
<p><i>If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:</i></p>			
<p> </p>			

Section C – Why are you making this request today?

(e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm?

Yes/No

If yes, please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation

Yes/No

Section D: The Child's Details			
Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:	

Name of person with parental responsibility					
Child's home address:		Postcode:			
		Telephone:			
Current address (if different from above):		Postcode:			
		Telephone:			
Child's ethnicity:					
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN	
Child's first language or preferred means of communication:			Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:	

Child's religion	<input type="checkbox"/> Buddhist <input type="checkbox"/> Eastern religion <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Methodist <input type="checkbox"/> Muslim <input type="checkbox"/> Not known <input type="checkbox"/> Other <input type="checkbox"/> Other Protestant <input type="checkbox"/> Roman Catholic <input type="checkbox"/> C of E / Anglican <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Mormon <input type="checkbox"/> No religion <input type="checkbox"/> Pentecostal Christian	Has an Early Help Assessment (EHA) been completed?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Does the child have a Special Educational Need or Disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: <input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment	Does the child have an Education Health and Care Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known

	<input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Section E – Residing Household Details If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.						
Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know?

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?
What would the family like to change?
What change do you think needs to happen?

Section J – Services Already Working with the Family				
Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

Bridlington: ehp.bridlington@eastriding.gov.uk
Beverley: ehp.beverley@eastriding.gov.uk
Goole: ehp.goole@eastriding.gov.uk
Anlaby: ehp.halterprice@eastriding.gov.uk
Hedon: ehp.holderness@eastriding.gov.uk
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