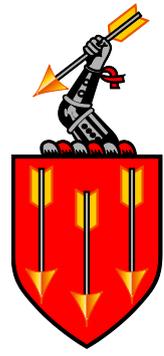




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See Distribution

04 January 2017

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## COVENTRY SCHOOL FOUNDATION CHILD PROTECTION POLICY

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- H. 'School Staff as Police Officers'- an ISBA briefing document by Farrer & Co, February 2012
- I. Evidence from the NSPCC Policy Adviser - Safeguarding, Emily Arkell, to Sir Roger Singleton's Review, dated 2 February 2009. (<http://www.nspcc.org.uk/>)
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### Introduction

The need to have effective child protection policies and procedures in place must be top of the priority list for any school or organisation catering for children and young people. Recent years have seen considerable changes to the regulatory framework. New strategies targeted at providing support to vulnerable children and young people, together with initiatives aimed at improving practice in social care have followed each other as the Government has responded to intense public and media concerns. The Independent School Standards Regulations (ISSR) are rigorous and prescriptive covering appointments and pre-appointment checks on staff, supply staff, governors, proprietors and volunteer helpers (see references) and the prevent duty requires schools to protect children who may be vulnerable to radicalisation. Further, the mandatory requirement for teachers to report to the police where they have discovered signs that Female Genital Mutilation has taken place on a girl under the age of 18 came into force from October 2015.

### Review

The Governors formally approved and endorsed this policy on **9<sup>th</sup> December 16** and is to be reviewed by **8<sup>th</sup> December 17** and then regularly (at least annually) thereafter or on change of central policy or guidance.

## **Raising Awareness - Governors**

Mrs Julia McNaney is the liaison Governor for all Foundation safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection or in case of allegations issues against The Head or a member of the Governing Body. She is assisted by Mr Chris Jones and Rev Mark Bratton.

The Governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out, as a minimum, an annual review of the Foundation's safeguarding policy and procedures with day-to-day issues being delegated to its 'Designated Safeguarding Leads' committee, which a representative of the Heads and the Designated Safeguarding Leads (DSLs) attend. The governing body is responsible for:

- Reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- Approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

## **Raising Awareness - Designated Safeguarding Leads**

The Designated Safeguarding Lead (DSL) and his or her deputy (where applicable) for each of the Foundation Schools is given at **Annex A**. He/she has been fully trained for the demands of this role in safeguarding and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. He/she is a member of the Senior Leadership Team in the Schools.

Both the DSL and deputy undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and [his/her] deputy will also attend refresher updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description for their safeguarding roles and key activities given at **Annex B**. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE (September 2016)). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated. It is the responsibility of the DSL to ensure that best practice and developments are communicated to all staff.

The DSLs maintain close links with the LSCB and report to the governors' on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Designated Officer (DO) in relation to allegations against someone working at the school and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority (the Coventry LSCB) when necessary and work with other agencies in line with Working Together to Safeguard Children 2015 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The School's records on safeguarding are kept securely in the DSL's or Head's office, and are separated from routine pupil records. Access is restricted to the DSL and the Head.

### **Contents of Policy**

Independent Schools cannot afford to be complacent. The NSPCC's evidence in January 2009 to Sir Roger Singleton's 'Review of Safeguarding Arrangements in Independent Schools, Non-maintained Special Schools and Boarding Schools' stated that:

"Calls to ChildLine highlight worrying concerns about bullying in independent Schools". It added, "Alongside CRB checks (now known as DBS checks), independent Schools must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children, challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused."

Policies need to be developed from the core themes of:

- Safeguarding and Child protection
- Promoting welfare and the best interests of a child

All of them should be reviewed annually by governors at a meeting in which detailed formal minutes are recorded and held on file. The ISI handbook (Feb 16) states (Part 3, para 107):

"A review of the school's child protection policies must take place at least annually, including an update and review of the effectiveness of procedures and their implementation. KCSIE (September 2016) indicates that the DSL should work with the proprietors on this. Proprietors should also ensure that the school contributes to interagency working in line with WT through effective communication and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with proprietors and DSL, and by scrutiny of the relevant board minutes and available evidence underpinning the review (e.g. any written report or information presented to governors to support the review, training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters). Minutes should therefore be sufficiently detailed to demonstrate both breadth and depth of the review".

### **Statement of Intent**

The safety and welfare of all our pupils at the Coventry School Foundation is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment

so that every pupil can learn in safety. In all matters relating to safeguarding, the Foundation will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is the [Coventry LSCB](#) together with DfE guidance contained in [Working Together to Safeguard Children](#) (26 March 15) and [Keeping Children Safe in Education](#) (KCSIE September 2016). This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS). Contact details for the LSCB can be located on the Contacts page of this policy.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 of KCSIE (September 2016). All School staff should be aware that child protection incidents can happen at anytime and anywhere and are required to be alert to any possible concerns. The governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE (September 2016).

## **Transparency**

Coventry School Foundation prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the Foundation. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

## **What Is Child Abuse?**

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse and neglect. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of KCSIE (September 2016) should also be referred to by all senior members of staff and those staff working directly with children.

## **Other Safeguarding Issues**

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence, gangs, domestic violence and sexting also put children in danger.

The Foundation recognises that children are capable of abusing their peers. Peer on peer abuse is never to be tolerated or passed off as banter. The Foundation also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such cases it will warrant a response under these procedures rather than the Foundation's Exclusions Policy. This separate policy is available to parents on request from the school.

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

Victims and perpetrators of peer on peer abuse will be offered support by the Foundation, as appropriate.

### **Child's Wishes**

Where there is a safeguarding concern the Foundation will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The Foundation will operate processes with the best interests of the pupil at their heart.

### **Types of abuse and neglect**

**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.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**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.

### **Indicators of Abuse.**

**Indicators of Physical Abuse** Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

**Indicators of Emotional Abuse** Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

### **Indicators of Sexual Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger

- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, e.g. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks

**Indicators of Neglect** Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

### **Preventing radicalisation (the Prevent Duty)**

We recognise that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below. See Annex B for the contact details of the Local Authority Prevent Coordinator and telephone numbers for the Police including the local Police station.

The Home Office statutory Prevent duty guidance can be accessed on:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

The Foundation, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and Deputy DSL [and governor responsible for safeguarding] to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

### **Prevent - What are the risk factors teachers may be expected to look for in individual pupils/students?**

Guidance from the Department for Children Schools and Families (DCSF) [Learning together to be safe](#) states that "there is no obvious profile of a person likely to become involved in extremism and there is no single indicator of when a person might move to adopt violence in support of extremist ideas."

It suggests, however, that the following signs and behaviours could indicate vulnerability:

- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services and police reports of issues affecting pupils in other schools.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.

### **So Called 'Honour Based' Violence ('HBV')**

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) will have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to be at risk from or have been carried out on a girl under 18. Those failing to report such cases will face legal sanctions as a clear breach of the law. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

**For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):**

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police (see Annex B for contact details both National and local police and the FGM hotline NSPCC), they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate.

Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

### **Child Sexual Exploitation**

The Foundation recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

### **Special Educational Needs and Disability**

All staff also need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Pupils falling into this category are especially vulnerable and liable to abuse.

### **Children missing from education**

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details on when the School has a duty to report to the local authority, please see the Missing Child Policy and Procedures when a Child is not collected on Time. This separate policy is available to parents on request from the school. Staff should be alert to cases where a parent cannot be contacted or fails to return calls or is evasive in response to enquiries.

### **Transparency**

The Foundation prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the Foundation. Copies of this policy, together with our other policies relating to issues of safeguarding are on the Foundation and respective school websites and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the Foundation.

Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

### **Safer Employment Practices**

The Foundation follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent Foundation Standards Regulations. Please also see the Foundation's recruitment, selection and disclosures policy and procedure, recruitment pack, policy on induction of new staff, governors and volunteers in child protection and staff behaviour policy. These separate policies are available to parents on request from the school.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE (September 2016)), the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The Foundation works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safe recruitment procedures under KCSIE (September 2016), members of the teaching and non-teaching staff at the Foundation including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the Foundation may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent Foundations checks.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the Foundation's pupils at Foundation or on another site.

Should the Foundation develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

This policy is reviewed by governors annually. Please also refer to the Foundation's Recruitment Policy for further details. This separate policy is available to parents on request from the school.

### **Induction and Training**

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the Foundation, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Head and, if required, to the main points of local procedures of [Coventry LSCB](#) or, in certain circumstances, the police. Safeguarding

training is also given to new Governors and volunteers. If they affirm that they have received Safeguarding training elsewhere they should sign a self-declaration statement to that effect which should be kept in their file. **Annex C** must be signed and are school specific but should include:

- Affirmation of previous Level 1 training and
- Confirmation of safeguarding discussion having taken place

Internal training operations would then come into play.

Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff in Child Protection'. This separate policy is available to parents on request from the school. Induction training includes:

- a review of the Foundation's safeguarding policy including the staff code of conduct policy/behaviour policy, and the Foundation's whistleblowing policy (These separate policies are available to parents on request from the school); and
- The identity of the DSL.

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. A member of staff may be suspended from teaching if he or she refuses to sign acknowledgement of the policies or fails without good cause to do so.

All new staff must read and record to confirm that they have read Part 1 of KCSIE (September 2016) and the relevant Foundation policies listed in our Induction of New Staff in Child Protection policy.

The Head and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the Foundation's LSCB. In addition, the Head and all staff receive safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL and deputy DSL undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his/her deputy will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

### **Staff Obligations**

All staff in the Foundation are required to notify the respective school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/384712/DBS\\_referrals\\_guide\\_-\\_relevant\\_offences\\_v2.4.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf)

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years' childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify their manager immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head for more details.

### **Visiting Speakers**

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

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant. This is given at **Annex D**.

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

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence together with a utility bill or other evidence confirming current address. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. This separate policy is available to parents on the school website.

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

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

## Online Safety

The Foundation will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe online. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- Staff are equipped with the knowledge to safeguard children online by attending online safety training.
- 

## Procedures for Dealing with Concerns or Suspicions of Abuse or Neglect

The Foundation treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our Foundation staff are made aware of their duty to safeguard and promote the welfare of children in the Foundation's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

The Foundation recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the Foundation may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the Foundation will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements in writing, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in Foundation should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by LCSB.

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL.

In accordance with Coventry City Council guidance, when the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care. On the question of how to decide whether to refer to Social Care, the Coventry Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' states:

"Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- Has suffered significant harm; or
- Is likely to suffer significant harm.

All referrals to Children's Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised."

The full Children's Social Care Thresholds and Practice document is available at:

<http://coventryscb.proceduresonline.com/>

The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer. Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at:

Children's Social Care Referral and Assessment Service  
4th Floor Broadgate House,  
Broadgate,  
Coventry,  
CV1 1NG.  
Telephone: 024 7678 8555 (the same telephone number as previously)  
Send online referrals to: [RAS@coventry.gcsx.gov.uk](mailto:RAS@coventry.gcsx.gov.uk)  
Safeguarding Children's Team number 02476 833443

In relation to our nursery/EYFS setting, the Foundation will inform Ofsted as soon as is reasonably practicable, in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the Foundation will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for reconsideration.

The Foundation will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and/or the police.

With regard to the Prevent Duty, the Foundation will co-operate with Channel panels and the Police with assessments are being undertaken.

In the case of pupil-on-pupil abuse, the Foundation is to follow Coventry City Council guidance and refer to the RAS as described above.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Head or DSL immediately. The Head or DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The Foundation will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed. A member of staff should not feel inhibited about making such a referral

The DSL will report safeguarding concerns to the Head (provided they do not concern the Head).

For children in need of additional support from one or more agencies, the Foundation's points of contact are as given at **Annex B**:

## **Sexting**

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent

## **Sexting and the Law**

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image
- possess with the intention of distributing images;
- advertise; and
- Possess such images.

There may be a multitude of reasons why a pupil has engaged in 'sexting' – it may be a romantic/sexual exploration scenario, or it may be due to coercion.

During the course of any investigation, the Foundation will determine on a case-by-case basis, whether to take disciplinary action and/or whether it is appropriate to refer the matter to the police or LCSB. The DSL will decide whether the incident is high risk, depending on the nature of the image and the family circumstances of the young person. Communication with parents will be determined in the best interests of the young person involved.

Where a child has been found to distribute indecent images either of themselves or of others, the DSL has a duty to report such activity to either Children's Services or the local Police force. The school must uphold Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988 (see Sexting and the Law).

Further guidance on Sexting for DSLs and Staff is given at **Annex E**.

## **Confiscation of electronic devices**

In line with the revised Education Act 2011, a device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. Should it be deemed necessary to search a mobile device the following conditions will apply:

- The search is conducted by the head teacher or a person authorised by them
- The DSL or a member of the pastoral team
- The search is conducted by a member of the same sex

In the case of an 'experimental incident' the Foundation and its schools should and can seek advice from external agencies as required. Such incidents should be held on file as a record.

## **Procedures for Managing Allegations of Abuse against Staff, Volunteers and the Head**

The Foundation's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The Foundation will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The Foundation will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The Foundation's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and LCSB arrangements and apply when staff, including volunteers, have (or alleged to have):

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

Should the allegation of abuse concern the DSL the member of staff should inform the Head and the deputy to the DSL who will act in the place of the DSL. Should the allegation be against the Head or a Foundation Governor the DSL will immediately inform the Chairman of Governors without the Head or Foundation governor being informed first. It will be the Chair's responsibility to contact the LADO.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The Foundation will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. The Foundation recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The Foundation will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the Foundation in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the Foundation (including historical allegations) should be referred to the police.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Behaviour Policy to minimise the risk of allegations being made. This separate policy is available to parents on request from the school.

### **Whistleblowing**

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the Foundation's safeguarding regime, these should be raised in accordance with the Foundation's Whistleblowing Policy. This separate policy is available to parents on request from the school. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the Foundation's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the Foundation or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 0280285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

### **External Referrals**

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, Foundations have a legal duty to refer to the 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 Foundation will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the Foundation will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person. Staff must be clear that a resignation in such circumstances does not prejudice any ongoing investigation

The Foundation will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so. If there is any doubt whether to report, the best course is to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Foundation's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the Foundation will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the Foundation will also be referred to the police. All allegations of historical abuse should be referred to the Head or DSL straight away.

### **Sharing Information with Parents, Staff, other Pupils and the Press**

During the course of the investigation, the Foundation, in consultation with the Designated Officer, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision, due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Any pupils who are involved will receive appropriate care.

In general, we believe that parents should be informed about any of our concerns regarding their children. It is important that we are honest and open in our dealings with parents.

However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Designated Officer.

### **Promoting Awareness**

The Foundation school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils and to develop resilience to the risks of radicalisation. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. These separate policies are available to parents on request from the school.

Time is allocated during pastoral discussions as to what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama, RE lessons and other subjects promoting discussion of differing views and British Values are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- A school culture and ethos that models and encourages appropriate behaviour, proactive support and guidance.
- All pupils have access to telephone helpline information.
- Advice on where pupils can seek help is displayed around the school.
- Older pupils are encouraged to offer advice and support to younger pupils.
- In the senior schools we provide leadership training for pupils which specifically covers safeguarding issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection.

For more details on cyber-bullying please refer to the Foundation's anti-bullying policy. This separate policy is available to parents on request from the school.

### **Position of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

### **Records**

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

### **Monitoring and Evaluation of this Policy**

The Foundation and its school's monitors and evaluates its safeguarding policy and procedures through the following activities:

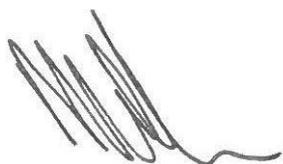
- Governing body visits to the school;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires

- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of training offered to staff
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school

This policy will be reviewed at least annually by the Governors in conjunction with the Heads and Designated Safeguarding Leads and in relation to the effectiveness with which related duties have been discharged. The Designated Safeguarding Leads and the Safeguarding Governors meet on a termly basis across the Foundation to review good practice.

**Drafted By:**

**Endorsed By:**



***SIGNED ON ORIGINAL***

Mr Shaw  
Bursar

Mrs J McNaney  
Chair of Governors

Annexes:

- A. Coventry School Foundation Designated Safeguarding Lead (DSL) Register.
- B. The Role of the Designated Safeguarding Lead.
- C. Record of Safeguarding Training.
- D. Visiting Speakers Protocol and Risk Assessment.
- E. Sexting Guidance.

**Coventry School Foundation Designated Safeguarding Lead (DSL) Register**

The following are the respective DSLs within each of the Foundation Schools. They are to be the first points of contact (\*) for safeguarding issues, (except in cases of allegations against staff, when the first point of reference will be the Head).

**Bablake Senior School**

Mrs Gill Press (Deputy Head Pastoral)\* Senior DSL Tel: 02476 271200  
Mrs Sue Smith (Asst DSL)  
Mrs Lisa French (Asst DSL)  
Mr Jeremy Hobday (Asst DSL)  
Mrs Kelly Lenihan (Asst DSL)  
Mrs Lynsey Lawrence (Asst DSL)  
Mrs Alison Tumber (Asst DSL)

**Bablake Junior School**

Mr Lorrian Holder (Deputy Head)\* Tel: 02476 271260

**Bablake Pre Prep**

Mrs Tracy Horton (Head of Pre Prep)\* Tel: 02476 271284  
Mrs Tirth Bains (Head EYFS Deputy DSL) Tel: 02476 271284

**King Henry VIII School**

Mr Warren Honey (Deputy Head Pastoral)\* Tel: 02476 271111  
Mrs Wendy Bolland (School Nurse Deputy DSL) Tel: 02476 271111

**King Henry VIII Prep School**

Miss Caroline Soan (Deputy Head Pastoral)\* Tel: 02476 271307  
Miss Kate Wozencroft (Deputy DSL based at Hales Campus) Tel: 02476 271160

**Liaison Governor for Safeguarding**

Mrs Julia McNaney Tel: CSF office 02476 271 300

In the absence of DSL, staff must speak with the Deputy DSL, or a DSL/Deputy from another school if the School's DSL or Deputy DSL are unavailable.

King Henry VIII and Bablake Schools follow the procedures of the Coventry LSCB

**Email:** [coventryLSCB@coventry.gov.uk](mailto:coventryLSCB@coventry.gov.uk)

**Tel:** 02476294704/76832568

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

1. The Designated Safeguarding Lead and nominated Governors provide the link to the social services, police and inter agency activity in safeguarding issues. They need to know:

- How to identify the signs and symptoms of abuse and when to make a referral.
- The Local Safeguarding Children Board and the DSL's role within them.
- The role and responsibilities of the investigating agencies and how to liaise with them and to be conversant with the Local Authority and Foundation Safeguarding Policy and procedure.
- The requirements of accurate record keeping.
- The conduct of a safeguarding conference and how the DSL can make an appropriate contribution to it.

2. The Designated Safeguarding Lead needs to:

- Make prompt contact with children's social care (RAS) where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in school and/or the police if a criminal offence is suspected
- Arrange in-service safeguarding training for all members of staff.
- Be available to all staff of the School for consultation on safeguarding concerns.
- Ensure that appropriate action is taken in the School and procedures are followed in all cases of actual or suspected child abuse.
- Where necessary, in accordance with Coventry Safeguarding Children Board procedures take part in safeguarding strategy meetings, conferences, core groups and reviews or ensure that another key member of staff attends. Where this is not possible, provide a report to the conference from the School.
- Inform the Children's Social Care in writing when a child on the Safeguarding Register (CPR) moves to another School and inform the new School of the child's status on the Register.
- Have responsibility for Looked-after Children
- Responsibility for overseeing and co-ordinating the prevent duty agenda.

3. The Designated Safeguarding Lead must maintain records as described:

- Compile a record of pupils in the School on the CPR, and keep this updated as notification is received and liaise with other professionals in ensuring that children on the CPR are monitored.
- Safeguarding records are strictly confidential and must be retained securely and separate

from the pupil's record by the DSL. This record must include whether or not further action is taken. A code indicating that a Safeguarding record exists must be inserted on the pupil file.

- See [THIS LINK](#)<sup>1</sup> for guidance on retention of records.
4. The Designated Safeguarding Lead will be central to the provision of training to other staff on safeguarding issues.
    - In consultation with the Head, monitor staff development and training needs and organise training as appropriate; ensure that they receive training to keep updated on developments.
    - Ensure that the curriculum offers opportunities for raising students' awareness and development strategies for ensuring their own protection.
  5. The Designated Safeguarding Lead may contact the following for general advice or to discuss or review specific cases.

**Coventry Referral Assessment Service** - 024 7678 8555 email: [RAS@coventry.gcsx.gov.uk](mailto:RAS@coventry.gcsx.gov.uk)

Or, if out of hours: 024 7683 2222

#### **Social Care Department**

Emergency Duty Team

Tel: 024 76832222 - <http://coventry.fsd.org.uk/kb5/coventry/fsd/organisation.page?record=AU5n-ICjEiw>

**Coventry LADO:** 024 7683 3443 or email [LADO@coventry.gcsx.gov.uk](mailto:LADO@coventry.gcsx.gov.uk)

**LSCB tel:** 02476 294704 & 02476 832568 email: [coventryLSCB@coventry.gov.uk](mailto:coventryLSCB@coventry.gov.uk)

**Coventry MASH:** 024 7678 8555 [RAS@coventry.gcsx.gov.uk](mailto:RAS@coventry.gcsx.gov.uk)

[http://www.coventry.gov.uk/info/158/safeguarding\\_adults/2186/coventrys\\_multi\\_agency\\_safeguarding\\_hub\\_mash](http://www.coventry.gov.uk/info/158/safeguarding_adults/2186/coventrys_multi_agency_safeguarding_hub_mash)

**Local Authority Prevent Coordinator** Geoff Thomas Tel: 02476 831437

Email [Geoff.thomas@coventry.gov.uk](mailto:Geoff.thomas@coventry.gov.uk)

**Channel** email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Police** Tel: 101 or Local Police Station Little Park Street: 0345 113 5000

**FGM** mandatory reporting if known FGM or disclosure by victim immediate danger <tel:999> if concerned go to the FGM hotline tel: 0800 0283550 email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**Child Sexual Exploitation** if you know a child is immediate danger tel: 999 or are concerned about a child but unsure what to do tel: nspcc hotline 0808 8005000

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<sup>1</sup> NSPCC Guidance on child protection records retention and storage

## **Coventry Common Assessment Framework**

Meriel Barnes - Strategic Lead for CAF Tel: 024 7678 6810

Email: [meriel.barnes@www.coventry.gov.uk](mailto:meriel.barnes@www.coventry.gov.uk)

### **Manager Safeguarding Children Team (Coventry)**

<http://coventry.fsd.org.uk/kb5/coventry/fsd/organisation.page?record=6CgGCJL4WpQ>

Susan Harrison  
Room 152  
Civic Centre 1  
Little Park St  
Coventry  
CV1 5RS  
Tel: 024 76833443 & 02476 832870 Fax 024 76832490

Domestic Violence referrals - made via Designated Officer and/or via the Police who run the Domestic Abuse Information Management with Schools Project. Alana Smith 07944 646122

Warwickshire Safeguarding Children's Board - <https://www.warwickshire.gov.uk/wscb>

Tel: 01926 410410

Emergency Team: (Out of hours) Tel: 01926 886922

Solihull Local Safeguarding Children's Board - <http://www.solihull.gov.uk/staysafe>

Tel: 0121 788 4325

Children's Services (Office hours): Tel: 0121 788 4333

Emergency Team (Out of hours): Tel: 0121 605 6060

Birmingham Safeguarding Children's Board - <http://www.lscbbirmingham.org.uk/>

Specific area needs to be contacted. Information via Integrated Access Team (IAT)

IAT Citywide service: Tel: 0121 303 9515

West Midlands Police Coventry Child Abuse Investigation Unit - Little Park Street  
Coventry, CV1 2JX T: 024 7653 9044

### **OFSTED Safeguarding Children**

General enquiries Ofsted is 0300 123 1231 (Monday to Friday from 8am to 6pm)

Whistle-blowing hotline number is 0300 123 3155

[Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)

### **Disclosure and Barring Service**

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

### **National College for Teaching and Leadership**

Tel: 0345 609 0009

D of E Helpline 0370 000 2288

**RECORD OF SAFEGUARDING TRAINING**

School -

Name -

Position/Role -

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

\_\_\_\_\_ at \_\_\_\_\_.

I confirm that I have been briefed as to Safeguarding procedures at \_\_\_\_\_ School.

Signed \_\_\_\_\_

Signed \_\_\_\_\_ (DSL / Head)

Date \_\_\_\_\_

**Coventry School Foundation Visiting Speakers Protocol and Risk Assessment**

The Prevent duty requires schools to have clear protocols to ensure that any visiting speakers are both suitable and appropriately supervised. We should allow our pupils to critically assess the information they receive, whilst also ensuring that it is aligned to the ethos and values of the School and to British values. The School should therefore undertake a risk assessment before agreeing to a visiting speaker's attendance. This might include any vetting procedures considered appropriate. Visiting speakers will be expected to understand that, where relevant, they should actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation in advance. Visiting speakers, whilst on the School site, should be supervised by a School employee. On arrival, they will be required to show an original current identification document including a photograph such as a photo-card driving licence or passport. The School shall keep a formal register of visiting speakers retained in line with its Data Protection Policy. This separate policy is available to parents on request from the school.

**Risk assessment:**

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

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

**Guidance for all school staff, to be included in school safeguarding policies, briefings and training sessions:**

1. As with all safeguarding issues and concerns, it is vitally important to be vigilant, noticing any concerns about young people sending, receiving and/or disseminating indecent images of themselves and other young people. Vigilance and noticing includes listening to what young people are saying to each other and to staff.
2. If staff notice any concerns, they should report them to the school's Designated Safeguarding Lead (DSL), as with any other safeguarding concern. Staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.
3. Staff should make a record of any concerns. NB it is essential that whatever recording system is used is readily accessible to all staff in all roles, i.e. not only to those staff that are classroom based.
4. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated)\*. The device should be passed to the DSL. Staff must not look at or print any indecent images.

\* This is consistent with DfE advice *Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies (DfE February 2014)* - see page 11 'After the search'.

**Guidance for Designated Safeguarding Leads when receiving reports from staff about 'sexting' concerns**

The work of Finkelhor and Wolak ('Sexting: a Typology' March 2011) is very helpful in defining and responding proportionately to indecent images of young people.

Finkelhor and Wolak divide all such images into two categories, Aggravated and Experimental.

**Experimental** incidents involve young people taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other young people or for reasons such as attention seeking. There is no intended criminal element and certainly no criminal intent beyond the creation and sending of the images and no apparent malice or lack of willing participation.

**Aggravated** incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images. These include possible adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

1. Generally speaking, if a sexting incident is no more than an 'experimental' and fully consensual exchange of intimate images between established boy/girlfriends with no coercion, no forwarding to 3rd parties, no additional vulnerability, no significant age difference and no adult involved, it should be recorded and managed sensitively within school.

In such instances, it may be appropriate to speak only to the two young people involved if their response is appropriate and the DSL is confident that they will learn from the incident in order to keep themselves safe in future.

The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

2. Aggravated incidents of sexting will usually require a referral to the MASH for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation
- child protection procedures need to be invoked
- any parents are failing to act appropriately to safeguard their children or require additional support in order to do so
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support - this may require a referral to early help services

3. Examples of aggravated incidents include:

- Any evidence of pressurising, intimidating, bullying, extortion and/or threatening of students by one or more other students to create and share indecent images of themselves
- Pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- Pressurising a younger student or students to create and share indecent images of themselves
- Pressurising a student with additional vulnerability to create and share indecent images of themselves
- Dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation)
- Any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim).

4. The DSL will need to make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, it would be advisable for the DSL to have a discussion with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.