




King  
Ecgbert  
School

## Safeguarding and Child Protection Policy

Date ratified:	27 May 2017
Author:	Judith Smith and John Deal
Full Governing Body:	YES
Signature of Chair:	
Date for Review:	27 May 2018





## Safeguarding Team at King Ecgbert School

### **Headteacher: Paul Haigh**

Responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

### **Associate Headteacher and Designated Safeguarding Deputy (DSD): Jackie Arundale**

With the Headteacher, responsible for implementing policies and procedures, allocating resources to the safeguarding team and addressing staff safeguarding concerns.

### **Designated Safeguarding Lead (DSL): Judith Smith**

Senior member of staff responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies.

### **Designated Safeguarding Deputy (DSD): Imran Bashir**

Deputises for Safeguarding Officer. At KES, Imran Bashir is the main liaison with external agencies.

### **E-Safety Officer: Paul Bristow and Caroline Wheelhouse**

Develops and maintains an e-safe culture within the school.

### **SENCO: Heidi Sellars**

Provides advice and support for staff and other agencies working with children with special educational needs and their families.

### **Designated Teacher for CLA: Imran Bashir**

Promotes the educational achievement of children who are 'looked after'.

### **Chair of Governors and Safeguarding Governor: John Deal**

Reviews the safeguarding policies and procedures and remedies any deficiencies or weakness in regard to child protection arrangements.

## **Safeguarding and Child Protection Policy Statement**

The aim of this policy is to safeguard and promote our children's welfare, safety, health and guidance. The children's welfare is of paramount importance. Our school fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate.

There are 3 main elements to our Safeguarding and Child Protection Policy:-

### **Prevention**

Creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

### **Protection**

Following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

### **Support**

Support for children and school staff and children who may have been abused.

**This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with children in our school.**

### **School Commitment**

We recognise that high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for PSHE/Citizenship in the curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and governors have up-to-date and regular safeguarding and child protection training.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

### **Framework**

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of King Ecgbert School and the local Safeguarding Children Board. The key principles of child protection are:

- children have a right to be safe and should be protected from all forms of abuse and neglect
- safeguarding children is everyone's responsibility
- it is better to help children as early as possible, before issues escalate and become more damaging
- children and families are best supported and protected when there is a coordinated response from all relevant agencies.

(‘What to do if you’re worried a child is being abused: Advice for practitioners’, 2015)

### **Definition of Safeguarding**

King Ecgbert School adopts the definition used in the Children Act 2004 and in ‘Working together to safeguard children’ 2015. This can be summarised as:-

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

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and e-safety and school security.

Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Bullying (including cyber-bullying and prejudice-based bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalisation or extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse
- Domestic violence
- Issues specific to our local area and population e.g. anti-social behaviour, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

### **Supporting Children and Young People at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

Some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Children with behavioural difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

This school will endeavour to support children through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the children and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

This policy should be read and used in conjunction with other related policies in school. These include:

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy (which includes guidance in use of restraint)
- e-safety Policy
- Equalities Policy
- Whistle-blowing Policy
- Health and Safety Policy
- Volunteers Policy
- Trips and Visits Policy
- Intimate Care Policy

## **Training and Support**

Our school will ensure that the Headteacher, the DSL and the governing body attend training relevant to their role.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role and as a minimum requirement attend compulsory induction training when joining the school and complete statutory basic training every 3 years. This will include training in procedures to follow, signs to note and appropriate record keeping.

All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately should an incident occur.

All staff will be trained to recognise and respond to situations where a child may be considered to be at risk.

### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Staff must make clear when talking to children that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL and Headteacher will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

### **Records and Monitoring**

Well kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. CPOMS (Child Protection On-line Monitoring System) must be used to record safeguarding concerns and to inform the safeguarding team.

**All relevant documents are available in the DSL's office**

### **Recording Information**

When expressing a concern, or relaying an allegation, you must enter a timed and dated report onto CPOMS and pass on to the DSL in person.

### **Attendance at Child Protection Conferences**

Our school will follow the recommendations for good practice from the local area Child Protection Committee with regards attendance at Child Protection Conferences.

### **The Family Common Assessment Form (FCAF)**

This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Children & Young People's Directorate, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the DSL. **This referral will be by telephone to the relevant team at Social Care.**

### **Safeguarding Child Protection Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team. There are, however, key people within

schools and the LA who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document. One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has deputies. Our school (Headteacher/Governing Body) will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

## **Procedures**

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Area Child Protection Committees' Procedures. Staff in schools are ideally placed to notice changes in children's behaviour or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell you they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that we are all familiar with them and follow them rigorously.

## **Designated Safeguarding Lead**

Within each school in Sheffield there is a Designated Safeguarding Lead (DSL). The DSL is responsible for the co-ordination of information on child protection within school and for liaison with external agencies. In King Ecgbert School there are also two Designated Safeguarding Deputies (DSDs). Please contact the safeguarding team with any general or specific concerns relating to child protection issues.

## **Responding to Suspicion or Allegation of Abuse**

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document)

We have clear procedures to respond to two situations:

- Suspicion of abuse
- Allegation of abuse

In both situations it is vital to make a detailed record, including child name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken by you, anything which you have been told and so on. The record should be factual, dated and should include the time at which it was written.

### **Suspicion of Abuse**

You may develop a concern that a child may be suffering, or is likely to suffer, harm. S/he may exhibit certain of the signs listed, or her/his behaviour may change with no satisfactory explanation. Share your concerns on CPOMS and with a member of the safeguarding team, who will discuss the appropriate course of action.

### **Allegation of Abuse**

If a child tells you that s/he is suffering significant harm or his/her explanation of a physical injury is that it has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.



## What to do:

- Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.
- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child:
  - Stay calm and reassuring
  - Explain that you cannot promise to keep what the child tells you a secret
  - Tell the child you might need to get someone else to help
  - Allow the child time and space to talk
  - Listen to, and take seriously, what the child tells you
  - Tell them that whatever the circumstances, they are not to blame
  - Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message
  - Reassure the child that they have done the right thing in telling someone
  - Ask the child if they have told anyone else
  - Do not make any promises to the child
  - Inform a member of the safeguarding team or the Headteacher.
- Write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital.** The DSL and Headteacher will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact Steve Hill the Local Authority Designated Officer (LADO) on 0114 2734850

## Procedures for DSL and safeguarding team

### Where a member of staff relays a suspicion that a child may be at risk

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion in the Child Protection file.

If the child is already known to be on the register:

If we know that the child is on the register, then we should be aware of their current situation (e.g. who their key worker is). Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that we are aware that there is some basis to their concerns and that support is being offered to the child.

If the child is not known to the register:

We will use our professional judgement in deciding on a course of action. Depending on the nature of the concern we may:

- Decide to keep a watching brief
- Seek advice from Safeguarding Advice Line (2053535)

- We will keep a record of all contacts with external agencies.
- Whether or not we decide to make a referral, we will see the teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their concerns.

### **When a child alleges abuse**

#### **(Any allegation made will need to be investigated by one of the statutory agencies)**

If appropriate, ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

A member of the safeguarding team will take responsibility for the referral.

Before referral, ensure that we have the following information:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the Child Protection register.

If the child is known to the register, then the member of the safeguarding team will contact the appropriate key worker.

- If the child is not known to the register, a referral must be made to the Duty Principal Social Worker of the Children and Families team of the division in which the child lives. If in doubt about which is the correct division, phone Safeguarding Advice Line (2053535).

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Advice Line and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

### **Procedures to follow if an allegation is made against a member of staff**

If an adult in school receives an allegation of harm by a member of staff towards a child or young person, the allegation:

- Must be reported immediately to the Headteacher (**not the DSL unless they are the same person**)
- If the allegation is against the Headteacher it must be reported immediately to the Chair of Governors
- Must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Headteacher
- Must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2016
- All such allegations will be discussed immediately with the Safeguarding Sheffield Children Advisory Service (2053535), who act on behalf of the Local Authority Designated Officer (LADO).

The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc.

The purpose of these procedures is to:

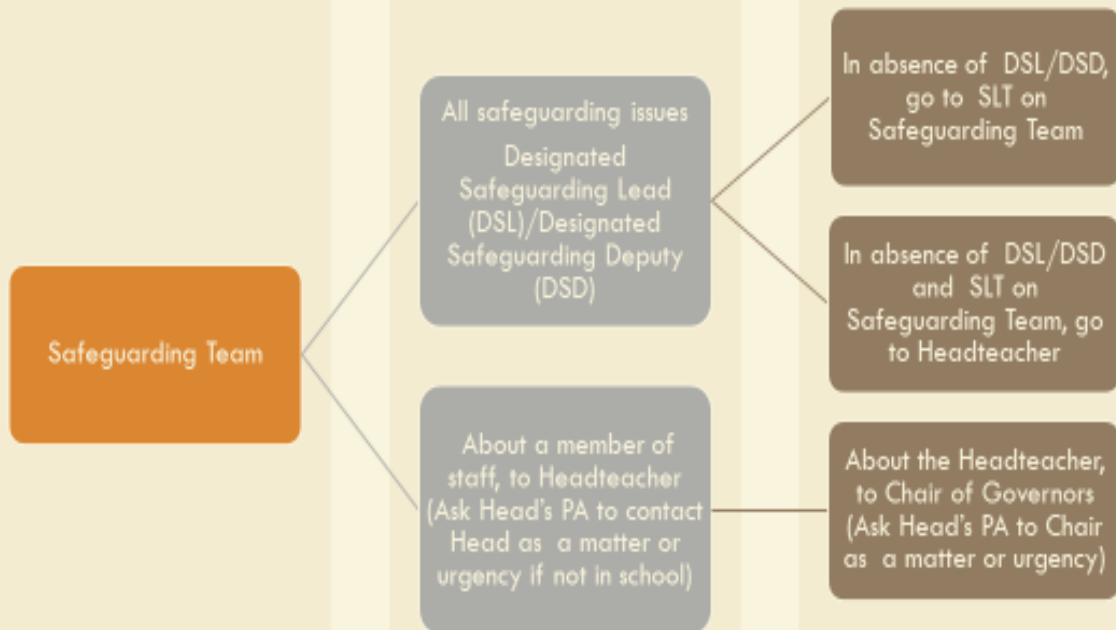
- Improve consistency of reporting and investigation across all agencies
- Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved
- Enable the Advisory Service to monitor allegations and determine if there are general issues to address

King Egbert School follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2016.

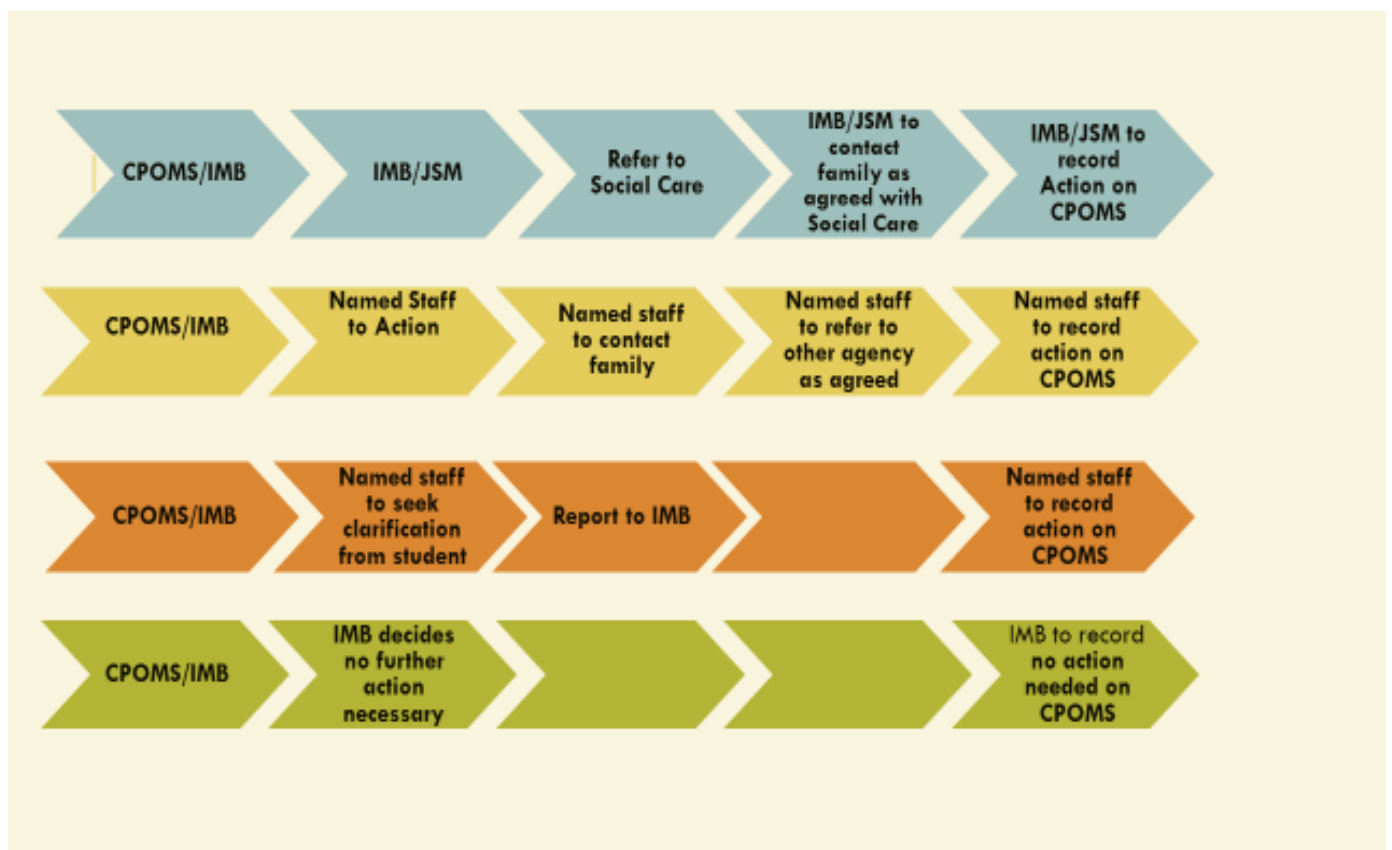
**Summary of procedure if you have a safeguarding concern or you feel a child is at risk of harm from anybody.**

- If you think a child is at risk of harm or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think an adult may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made you must inform the Headteacher immediately.
- Record all concerns or disclosures on CPOMS even if you have informed a member of the safeguarding team.
- Refer to the "What to do" section above.

## ALL SAFEGUARDING CONCERNS MUST GO THROUGH THE SAFEGUARDING TEAM



## CPOMS - Child Protection On-line Monitoring System – Recording and Follow-up



**IMB – Imran Bashir (Designated Safeguarding Deputy)**  
**JSM – Judith Smith (Designated Safeguarding Lead)**

## Appendices

1. Types of abuse and neglect (Keeping Children Safe in Education, DFE 2016)
  2. Safer Recruitment at King Egbert School (Keeping Children Safe in Education, DFE 2016)
  3. Resolution of Practitioner Disagreements (SSCB Guidance)
  4. Outline of L@kes Curriculum that supports safeguarding children at King Egbert School
  5. Link to King Egbert School Safeguarding Handbook
  6. DFE Statutory Guidance:
    - a. 'Keeping children safe in education', 2016
    - b. 'Keeping children safe in education: information for all school and college staff', 2016
- 'Working together to safeguard children', 2015
- 'What to do if you're worried a child is being abused, Advice for practitioners', 2015

### 1. 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment 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.

## **Further information on the Prevent Strategy (Protecting children from the risk of radicalisation or extremist behaviour)**

From 1 July 2015 all schools are subject to a 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”. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

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

Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to according to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

“Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.

As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

School staff should understand when it is appropriate to make a referral to the Channel programme.

## **Further information on Child Sexual Exploitation and Female Genital Mutilation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is

exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on specific safeguarding issues can be found at:

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk)

[www.gov.uk](http://www.gov.uk)

Specific issues that staff should be aware of are:

- Child sexual exploitation
- Bullying including cyber bullying
- Domestic violence
- Drugs and substance misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Guidance on all of these are available at the websites listed above and are available for staff in the safeguarding handbook.

## **2. Safer Recruitment at King Egbert School**

King Egbert School creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose risk of harm to or abuse children.

Governors understand their responsibility to ensure safe recruitment checks are made.

King Ecgbert School keeps an up to date Single Central Record (SCR). This includes the following information:

- All staff (including supply staff) who work in the school
- All others who work in regular contact with children in the school including volunteers
- All members of the proprietor body (Mercia Learning Trust).

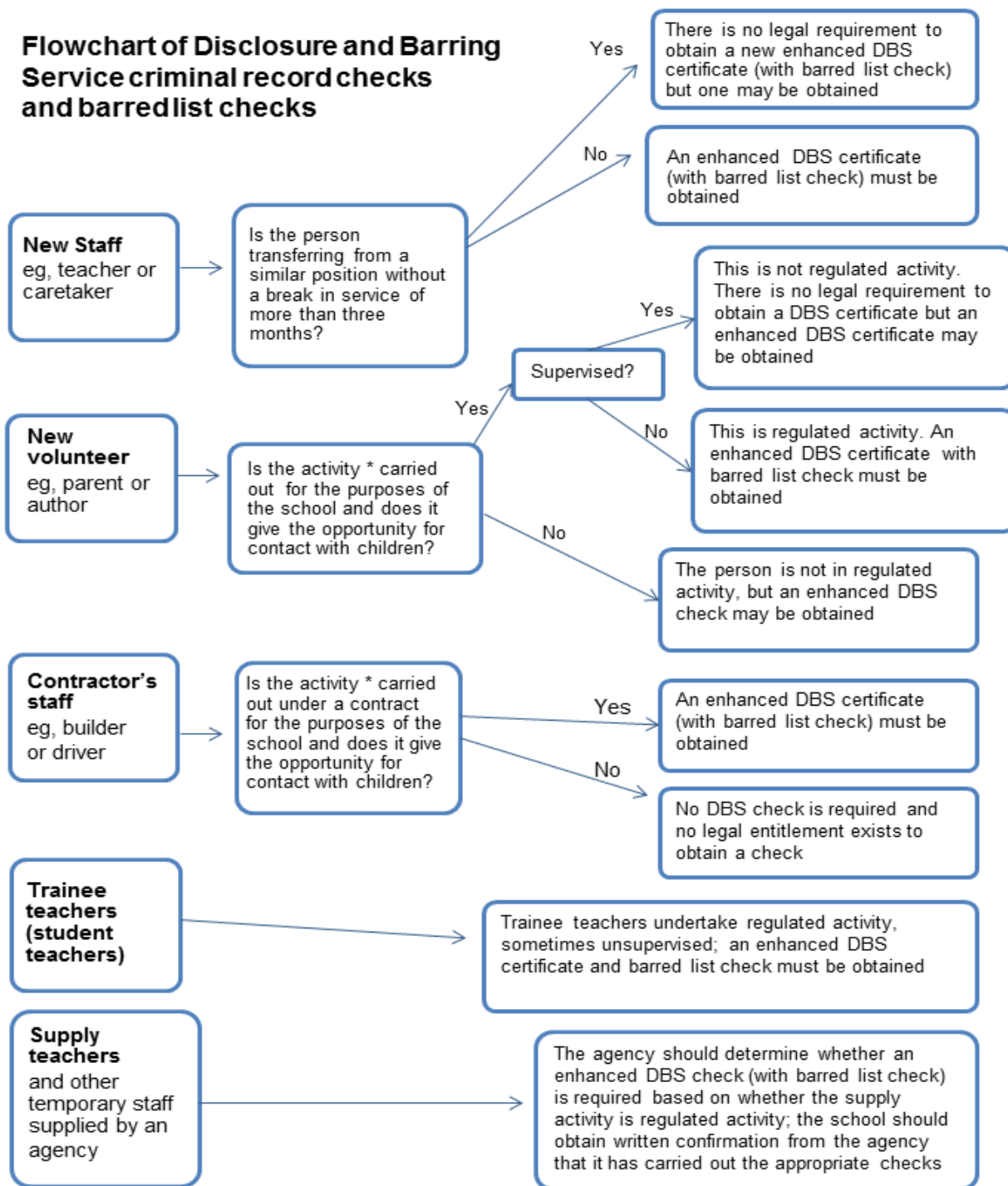
All recruitment includes members of the senior team, staff or governors who have completed 'Safer Recruitment' training.

Recruitment checks are carried out in line with the statutory DFE guidance as set out in 'Keeping children safe in education' 2016

The following flow diagram summarises the required DRB and barred list checks for those working in schools and colleges.



## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

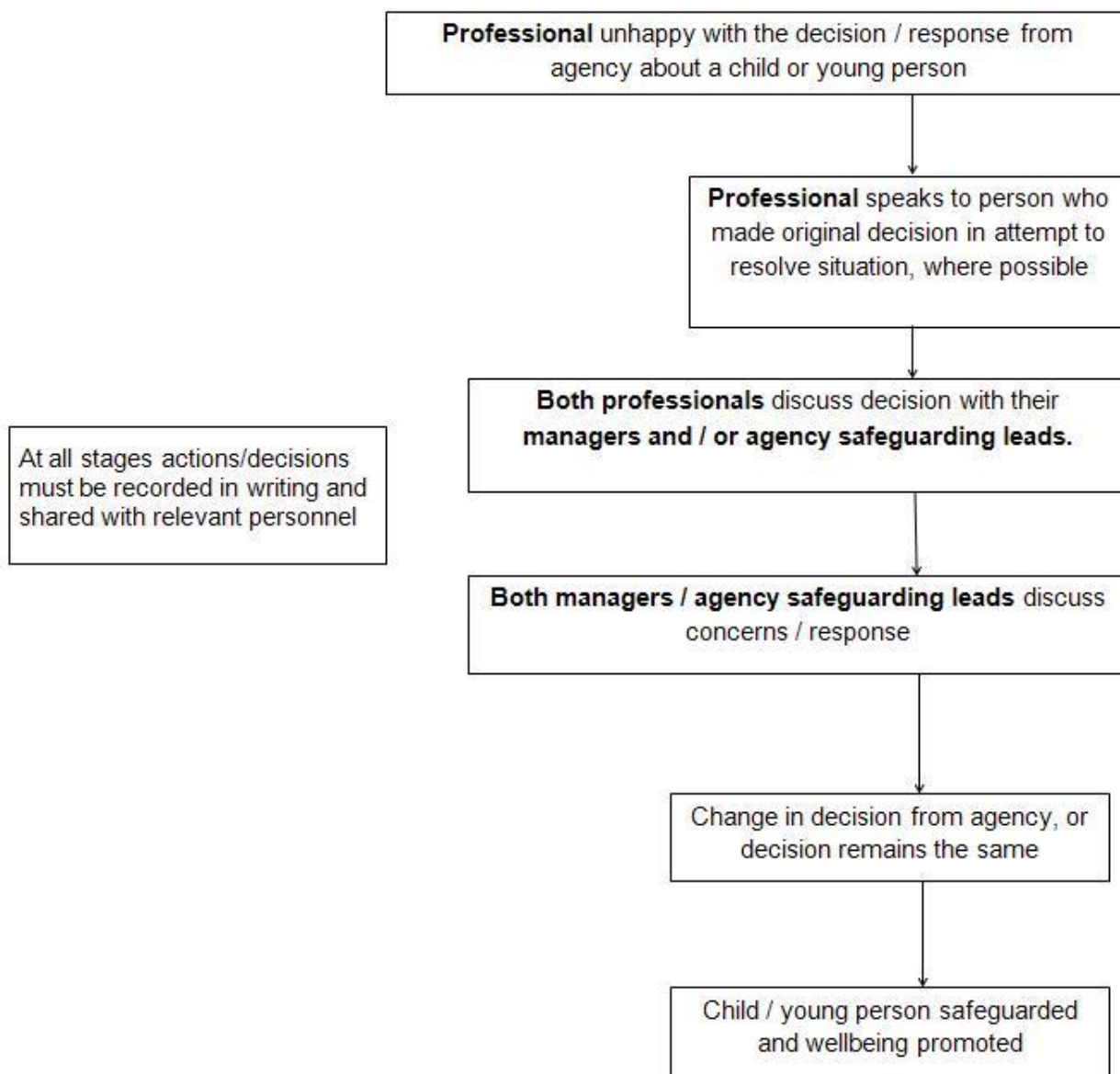


\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

### 3. Resolution of Practitioner Disagreements

Staff at King Egbert School will always work collaboratively with partner agencies to best meet the needs of children and their families. If in the rare occurrence that a professional disagreement occurs, guidance from SSCB will be sought. The following flow diagram summarises this process.

#### Resolving professional disagreement flow chart (a): Quick decision required



**This process does not have to be followed in full. Disagreements can be resolved at any stage**

#### 4. Summary of L@kes Scheme of Learning to support safeguarding children in King Egbert School

Year Group	Safeguarding Issues covered
7	Puberty Bullying Peer pressure Body image Stress and well-being E-safety
8	Conflict resolution Bullying Sex and relationships (law, consent, safe sex) E-safety
9	Sex and relationships (positive relationships, STIs, safe sex) Drugs and alcohol
10	Homophobia and racism Drugs and alcohol First aid Forced marriage
11	Sex and relationships (healthy relationships, consent, pornography, staying safe online, relationship abuse, FGM, safer sex, healthy body image)
12 and 13	Health Week (well-being, sexual health, mental health)

This is supported by the assembly and form tutor programme.

#### 5. King Egbert School Safeguarding Handbook

A copy of the safeguarding handbook can be found on the MLE and our website in the safeguarding sections.

#### 6. DFE Statutory Guidance and other relevant departmental advice:

- Working Together to Safeguard Children (2015)  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- Keeping Children Safe in Education: for schools and colleges (September 2016)  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- What to do if you're worried a child is being abused: Advice for practitioners (2015)  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Useful resources and external organisations

- When to suspect child maltreatment (National Institute for Health and Care Excellence, 2009)  
[www.nice.org.uk/guidance/cg89](http://www.nice.org.uk/guidance/cg89)