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**Doncaster Deaf Trust**

Child Protection and Safeguarding Policy

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| **Executive Principal:**  **named Governor responsible for policy:** | **ALEXIS JOHNSON**  **susan dumican** |

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| Date: September 2021 |
| Policy: Child / young person Protection and Safeguarding Policy |
| Author: Lana Cook |
| Doc ref: Version 1 |
| Classification: Live |
| Owner: DSL team |
| External input: The School Bus, evidence-based practice |
| Review date: September 2022 or watchlist update if earlier |

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**Statement of intent**

Doncaster Deaf Trust (DDT) is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil / student, both inside and outside of the trust/ premises. We implement a whole-trust preventative approach to managing safeguarding concerns, ensuring that the wellbeing of children / young people is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

* Ensuring that members of the governing board, the Executive Principal and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child / young person abuse and know to refer concerns to the DSL.
* Teaching children / young peoples and students how to keep safe and recognise behaviour that is unacceptable.
* Identifying and making provision for any pupil / student that has been subject to, or is at risk of, abuse, neglect, or exploitation.
* Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to child / young person.
* Ensuring that the Executive Principal and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSLs are:

School: Lana Cook

College: Rebecca Loosemore

Nursery: Natalie Allison

Dickson House: Kate Warner

In the absence of the DSL, child / young person protection matters will be dealt with by the deputy DSLs:

College: Joanne Ellis, Nicola Keane

School: Kate Warner

Nursery: Sharon Hawksworth

Dickson House: Maria Dixon

The named Safeguarding Lead during holiday periods representing the Doncaster Deaf Trust are department DSLs.

**The way schools and colleges are currently operating in response to Coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:**

* with regard to safeguarding, the best interests of child / young person must always continue to come first
* if anyone in a school or college has a safeguarding concern about any child / young person they should continue to act and act immediately
* a DSL or deputy should be available
* it is essential that unsuitable people are not allowed to enter the child / young person’s workforce and/or gain access to child / young person
* children / young people should continue to be protected when they are online

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child / young person protection policy.

***Contact during C19***

*The optimal scenario for any school or college providing care for children / young people is to have a trained DSL or deputy available on site.*

*It is recognised this may not be possible, and a trained DSL or deputy from a school or college will be available for contact via email, phone, online video and text in the event of any remote working or school / college closure****.***

**Support for vulnerable children / young people during C-19**

During COVID19, local authorities have the day-to-day responsibility for delivery of child / young person’s social care. Social workers and Virtual Trust Heads will continue to work with vulnerable child / young person in this difficult period and should support these children / young people to access this provision. There is an expectation that children / young people with a social worker will attend provision, unless in consultation with the child / young person’s social worker and family it is agreed that this is not in the best interests of the child / young person.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children / young people are and have the flexibility to offer a place to those on the edge of receiving child / young person’s social care support.

Trust staff should continue to work with and support child / young person’s social workers to help protect vulnerable child / young person. This will be especially important during the COVID-19 period.

**Acronyms**

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

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| **Acronym** | **Long form** | **Description** |
| CCE | Child / young person criminal exploitation | A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child / young person into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| CSCS | Child / young person’s social care services | The branch of the local authority that deals with child / young person’s social care. |
| CSE | Child / young person sexual exploitation | A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child / young person into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| DBS | Disclosure and barring service | The service that performs the statutory check of criminal records for anyone working or volunteering in a trust. |
| DfE | Department for Education | The national government body with responsibility for child / young person’s services, policy and education, including early years, trusts, higher and further education policy, apprenticeships and wider skills in England. |
| DDT | Doncaster Deaf Trust | The Trust owns and manages a Nursery, a Trust, a College and a Care home for child / young person and young people with a range of communications related difficulties and disabilities. |
| DPO | Data protection officer | The appointed person in trust with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act. |
| DSL | Designated safeguarding lead | A member of the senior leadership team who has lead responsibility for safeguarding and child / young person protection throughout the trust. |
| EEA | European Economic Area | The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). |
| EHC plan | Education, health, and care plan | A funded intervention plan which coordinates the educational, health and care needs for children / young peoples who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil. |
| ESFA | Education and Skills Funding Agency | An agency sponsored by the Department for Education with accountability for funding education and skills training for child / young person, young people and adults. |
| FGM | Female genital mutilation | All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child / young person abuse with long-lasting harmful consequences. |
| UK GDPR | UK General Data Protection Regulation | Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent. |
| HBA | ‘Honour-based’ abuse | So-called ‘honour-based’ abuse involves crimes that have been committed to defend the honour of the family and/or community. |
| HMCTS | HM Courts and Tribunals Service | HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice. |
| IICSA | Independent Inquiry into Child / young person Sexual Abuse | The Independent Inquiry into Child / young person Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused child / young person in institutions, and to understand institutional responses to these behaviours. |
| KCSIE | Keeping child / young person safe in education | Statutory guidance setting out trusts and colleges’ duties to safeguard and promote the welfare of child / young person. |
| LA | Local authority | A local government agency responsible for the provision of a range of services in a specified local area, including education. |
| LAC | Looked-after child / young person | Child / young person who have been placed in local authority care or where child / young person’s services have looked after child / young person for more than a period of 24 hours. |
| LGBTQ+ | Lesbian, gay, bisexual, transgender and queer plus | Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities. |
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| NPCC | The National Police Chiefs’ Council | The National Police Chiefs’ Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers. |
| PLAC | Previously looked-after child / young person | Child / young person who were previously in local authority care or were looked after by child / young person’s services for more than a period of 24 hours. PLAC are also known as care leavers. |
| PSHE | Personal, social and health education | A non-statutory subject in which children / young people’s learn about themselves, other people, rights, responsibilities and relationships. |
| PHE | Public Health England | An executive agency of the Department of Health and Social Care which aims to protect and improve the nation’s health and wellbeing. |
| RSHE | Relationships, sex and health education | A compulsory subject from Year 7 for all children / young peoples. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships. |
| SCR | Single central record | A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the Trust in a non-visitor capacity. |
| SENCO | Special educational needs coordinator | A statutory role within all schools maintaining oversight and coordinating the implementation of the school’s special educational needs policy and provision of education to children / young peoples with special educational needs. |
| SLT | Senior leadership team | Staff members who have been delegated leadership responsibilities in the Trust. |
| TRA | Teaching Regulation Agency | An executive agency of the DfE with responsibility for the regulation of the teaching profession. |
| VSH | Virtual school head | Virtual school heads are in charge of promoting the educational achievement of all the child / young person looked after by the local authority they work for, and all child / young person who currently have, or previously had, a social worker. |

# Definitions

The terms **“child / young person”** and **“pupil / student”** refer to anyone under the age of 18.

For the purposes of this policy, **“safeguarding and protecting the welfare of child / young person”** is defined as:

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

For the purposes of this policy, **“consent”** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children / young people under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:

* **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
* **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
* **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
* **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside, or outside of the Trust. Sexual harassment is likely to violate a young person’s dignity, make them feel intimidated, degraded, or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

* Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
* Sexual “jokes” and taunting.
* Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
* Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  + The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  + Sharing unwanted explicit content.
  + Upskirting.
  + Sexualised online bullying.
  + Unwanted sexual comments and messages, including on social media.
  + Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including children / young people and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between children / young people of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

* Nude or semi-nude sexual posing
* A child / young person touching themselves in a sexual way
* Any sexual activity involving a child / young person
* Someone hurting a child / young person sexually
* Sexual activity that involves animals

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

**Legislation**

* Children Act 1989
* Children Act 2004
* Safeguarding Vulnerable Groups Act 2006
* The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
* Sexual Offences Act 2003
* Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
* Equality Act 2010
* Counter-Terrorism and Security Act 2015
* The UK General Data Protection Regulation (UK GDPR)
* Data Protection Act 2018
* The Child / young person care (Disqualification) and Child / young person care (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
* Voyeurism (Offences) Act 2019
* Domestic Abuse Act 2021

**Statutory guidance**

* HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’
* HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
* HM Government (2021) ‘Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism’
* DfE (2021) ‘Keeping children safe in education 2021’
* DfE (2018) ‘Working Together to Safeguard Child / young person’
* DfE (2015) ‘The Prevent duty’
* DfE (2018) ‘Disqualification under the Childcare Act 2006’

**Non-statutory guidance**

* DfE (2015) ‘What to do if you’re worried a child / young person is being abused’
* DfE (2018) ‘Information sharing’
* DfE (2017) ‘Child sexual exploitation’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2021) ‘Recruit teachers from overseas’
* DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’

This policy operates in conjunction with the following Trust `policies:

* Missing Persons Policy
* Prevent Duty Policy
* Managing Allegations Against Other Children / young peoples
* Anti-Bullying Policy
* Peer on Peer Abuse Policy
* Cyberbullying Policy
* Exclusion Policy
* Acceptable ICT Usage Policy
* E-Safety policy
* Data Handling Policy
* Data Protection Policy
* Photography Policy
* Records Management Policy
* Whistleblowing Policy
* Allegations of Abuse Against Staff Policy
* Recruitment, Selection and Disclosure Policy
* Staff Code of Conduct & Disciplinary Rules
* Positive Behaviour Policy

# Roles and responsibilities

All staff have a responsibility to:

* Consider, at all times, what is in the best interests of the young person.
* Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
* Provide a safe environment in which children / young people can learn.
* Be prepared to identify children / young people who may benefit from early help.
* Be aware of the Trust’s systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
* Be aware of the role and identity of the DSL and deputy DSLs.
* Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
* Receive and understand child / young person protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
* Be aware of the local early help process and understand their role in it.
* Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
* Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child / young person.
* Support social workers in making decisions about individual children / young people, in collaboration with the DSL.
* Be aware of and understand the procedure to follow in the event that a child / young person confides they are being abused, exploited or neglected.
* Maintain appropriate levels of confidentiality when dealing with individual cases.
* Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
* Speak to the DSL if they are unsure about how to handle safeguarding matters.
* Be aware of safeguarding issues that can put children / young people at risk of harm.
* Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that children / young people may be at risk of harm.

Teachers, including the Executive Principal, have a responsibility to:

* Safeguard children / young peoples’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.

The governing board has a duty to:

* Take strategic leadership responsibility for the Trust’s safeguarding arrangements.
* Ensure that the Trust complies with its duties under the above child / young person protection and safeguarding legislation.
* Guarantee that the policies, procedures, and training opportunities in Doncaster Deaf Trust (DDT) are effective and comply with the law at all times.
* Guarantee that DDT contributes to multi-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’.
* Confirm that the Trust’s safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
* Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in theTrust’s policies and procedures.
* Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
* Ensure that staff working directly with child / young person read at least Part one of KCSIE.
* Ensure that staff who do not work directly with child / young person read either Part one or Annex A of KCSIE.
* Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding child / young person.
* Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
* Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder’s job description.
* Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
* Facilitate a whole-trust approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
* Where there is a safeguarding concern, ensure the child / young person’s wishes and feelings are taken into account when determining what action to take and what services to provide.
* Ensure systems are in place for children / young people to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
* Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
* Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child / young person protection and in the event of allegations of abuse made against the Executive Principal or another governor.
* Guarantee that there are effective and appropriate policies and procedures in place.
* Ensure all relevant persons are aware of theTrust’s local safeguarding arrangements, including the governing board itself, the SLT and DSL.
* Make sure that children / young people are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
* Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children / young people, taking proportionate decisions on whether to ask for any checks beyond what is required.
* Ensure that staff are appropriately trained to support children / young people to be themselves at school and college, e.g. if they are LGBTQ+.
* Ensure the Trust has clear systems and processes in place for identifying possible mental health problems in children / young peoples, including clear routes to escalate concerns and clear referral and accountability systems.
* Guarantee that volunteers are appropriately supervised.
* Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
* Ensure that all staff receive safeguarding and child / young person protection training updates, e.g. emails, as required, but at least annually.
* Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
* Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
* Guarantee that there are procedures in place to handle children / young peoples’ allegations against other children / young people.
* Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of children / young people and staff.
* Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
* Guarantee that there are systems in place for children / young people to express their views and give feedback.
* Establish an early help procedure and ensure all staff understand the procedure and their role in it.
* Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
* Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
* Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the young person’s legal status, contact details and care arrangements.
* Put in place appropriate safeguarding responses for children / young people who go missing from site, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
* Ensure that all members of the governing board have been subject to an enhanced DBS check.
* Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

The Executive Principal has a duty to:

* Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
* Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

* Take lead responsibility for safeguarding and child / young person protection, including online safety.
* Provide advice and support to other staff on child / young person welfare, safeguarding and child / young person protection matters.
* Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
* Contribute to the assessment of child / young person, and/or support other staff to do so.
* During term time, be available during work hours for staff to discuss any safeguarding concerns.
* Refer cases:
  + To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
  + To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  + To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child / young person.
  + To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
* Act as a source of support, advice, and expertise for all staff.
* Act as a point of contact with the safeguarding partners.
* Liaise with the Executive Principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Child / young person Act 1989 and police investigations.
* Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
* Liaise with the case manager and the LA designated officer(s) (LADO) for child / young person protection concerns in cases concerning staff.
* Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
* Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that child / young person’s needs are considered holistically.
* Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
* Promote supportive engagement with parents in safeguarding and promoting the welfare of child / young person, including where families may be facing challenging circumstances.
* Work with the Executive Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child / young person protection issues that child / young person in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at the Trust. This includes:
  + Ensuring that the Trust knows which children / young people have or had a social worker.
  + Understanding the academic progress and attainment of these children / young people.
  + Maintaining a culture of high aspirations for these children / young people.
  + Supporting teachers to provide additional academic support or reasonable adjustments to help these children / young people reach their potential.
  + Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child / young person protection issues these children / young people are experiencing with teachers and the SLT.
* Ensure that child’s / young person’s protection files are kept up-to-date and only accessed by those who need to do so.
* Ensure that a child / young person’s protection file is transferred as soon as possible, and within five days, when transferring to a new school / college, and consider any additional information that should be shared.
* Ensure each member of staff has access to and understands the Trust’s Child / young person Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
* Work with the governing board to ensure the Trust’s Child / young person Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
* Ensure the Trust’s Child / young person Protection and Safeguarding Policy is available publicly, and parents are aware that the Trust may make referrals for suspected cases of abuse or neglect, as well as the role the Trust plays in these referrals.
* Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
* Undergo training and update this training at least every two years.
* Obtain access to resources and attend any relevant or refresher training courses.
* Encourage a culture of listening to child / young person and taking account of their wishes and feelings; this includes understanding the difficulties children / young people may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
* Support and advise staff and help them feel confident on welfare, safeguarding and child / young person protection matters; specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
* Understand the importance of information sharing, including within the Trust, with other schools/ colleges, and with the safeguarding partners, other agencies, organisations, and practitioners.
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
* Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for child / young person who have left care through adoption, special guardianship or child / young person arrangement orders or who were adopted from state care outside England and Wales.

# Multi-agency working

DDT contributes to multi-agency working as part of its statutory duty. DDT is aware of and will follow the local safeguarding arrangements.

DDT will be fully engaged, involved, and included in local safeguarding arrangements. Once the school / college is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. DDT will act in accordance with the safeguarding arrangements.

DDT will work with CSCS, the police, health services and other services to protect the welfare of its children / young people, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, DDT will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

DDT also recognises the particular importance of inter-agency working in identifying and preventing CSE.

**Information sharing**

DDT recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet children / young peoples’ needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools/ colleges to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of children / young people. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

# Early help

Early help means providing support as soon as a problem emerges, at any point in a child / young person’s life. Any pupil / student may benefit from early help, but in particular, staff will be alert to the potential need for early help for children / young people who:

* Are disabled, have certain health conditions, or have specific additional needs.
* Have SEND, regardless of whether they have a statutory EHC plan.
* Have mental health needs.
* Are young carers.
* Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
* Are frequently missing or going missing from care or from home.
* Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
* Are at risk of being radicalised or exploited.
* Have family members in prison or are affected by parental offending.
* Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
* Misuse drugs or alcohol.
* Have returned home to their family from care.
* Are at risk of HBA, such as FGM or forced marriage.
* Are privately fostered.
* Are persistently absent from education, including persistent absences for part of the school/ colleege day.
* Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil’s situation is not improving or is worsening.

# Abuse and neglect

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child / young person which involves inflicting harm or failing to act to prevent harm. Child / young person may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Child / young person may be abused by one or multiple adults or other children / young person.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child / young person. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child / young person.

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

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child / young person to take part in sexual activities, not necessarily involving violence, and regardless of whether the child / young person is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving child / young person in looking at, or in the production of, sexual images, encouraging child / young person to behave in sexually inappropriate ways, or grooming a child / young person in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child / young person’s basic physical and/or psychological needs, likely to result in serious impairment of a child / young person’s health or development. This may involve a parent or carer failing to provide a child / young person with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child / young person from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child / young person’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect, and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Trust and/or can occur between child / young person outside of these environments; this includes being aware that children / young people can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

# Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **“domestic abuse”** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child / young person) where both are aged 16 or over and are personally connected. **“Abusive behaviour”** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **“Personally connected”** includes people who:

* Are, have been, or have agreed to be married to each other.
* Are, have been, or have agreed to be in a civil partnership with each other.
* Are, or have been, in an intimate personal relationship with each other.
* Each have, or had, a parental relationship towards the same child / young person.
* Are relatives.

The Trust will recognise the impact of domestic abuse on child / young person, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

# Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

* Household debt.
* Rent arrears.
* Domestic abuse.
* Anti-social behaviour.
* Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child / young person is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

# Child / young person missing from education

A child / young person going missing from school/ college is a potential indicator of abuse or neglect and, as such, these children / young persons are increasingly at risk of being victims of harm, exploitation, or radicalisation. Staff will monitor children / young peoples that go missing from the Trust, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Child / young person Missing Education Policy. The Trust will inform the LA of any pupil who fails to attend regularly or has been absent without the school/ college permission for a continuous period of 10 working days or more.

**Admissions register**

Children / young people are placed on the admissions register at the beginning of the first day that is agreed by the Trust, or when the Trust has been notified that the pupil / student will first be attending. The Trust will notify the LA within 5 days of when a pupil’s name is added to the admissions register.

The Trust will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible. Staff will monitor children / young people who do not attend the Trust on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the Trust that their child / young person will live at a different address, the Trust will record the following information on the admissions register:

* The full name of the parent with whom the pupil will live
* The new address
* The date from when the pupil will live at that address

If a parent notifies the Trust that their child / young person will be attending a different school/ college, or is already registered at a different education setting, the following information will be recorded on the admissions register:

* The name of the new education setting
* The date on which the pupil first attended, or is due to attend, that education setting

Where a young person moves to a new education setting, the Trust will use a secure internet system to securely transfer children / young peoples’ data.

To ensure accurate data is collected to allow effective safeguarding, the Trust will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

* Have been taken out of the education setting by their parents, and are being educated outside the national education system, e.g. home education.
* Have ceased to attend the education setting, and no longer live within a reasonable distance of the premises.
* Have been certified by the medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend education setting after ceasing to be of compulsory school age.
* Have been in custody for a period of more than four months due to a final court order and the Trust does not reasonably believe they will be returning to the Trust at the end of that period.
* Have been permanently excluded.

The Trust will also remove a pupil/ student from the admissions register where the Trust and LA has been unable to establish the pupil’s whereabouts after making reasonable enquiries into their attendance.

If a pupil/ student is to be removed from the admissions register, the Trust will provide the LA with the following information:

* The full name of the pupil
* The full name and address of any parent with whom the pupil lives
* At least one telephone number of the parent with whom the pupil lives
* The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
* The name of the pupil’s new education setting and the pupil’s expected start date there, if applicable
* The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The Trust will work with the LA to establish methods of making returns for children / young people back into the education setting. The Trust will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The Trust will also highlight any other necessary contextual information, including safeguarding concerns.

# Child abduction and community safety incidents

For the purposes of this policy, **“child abduction”** is defined as the unauthorised removal or retention of a child / young person from a parent or anyone with legal responsibility for the child / young person. Child / young person abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the rust that may raise concerns regarding child / young person abduction, e.g. people loitering nearby or unknown adults conversing with children / young peoples.

Children / young peoples will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

# Child criminal exploitation (CCE)

For the purposes of this policy, **“child criminal exploitation”** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child / young person into taking part in criminal activity, for any of the following reasons:

* In exchange for something the victim needs or wants
* For the financial advantage or other advantage of the perpetrator or facilitator
* Through violence or the threat of violence

Specific forms of CCE can include:

* Being forced or manipulated into transporting drugs or money through county lines.
* Working in cannabis factories.
* Shoplifting or pickpocketing.
* Committing vehicle crime.
* Committing, or threatening to commit, serious violence to others.

DDT will recognise that children / young people involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. DDT will also recognise that children / young people of any gender are at risk of CCE.

DDT staff will be aware of the indicators that a pupil / student is the victim of CCE, including:

* Appearing with unexplained gifts, money or new possessions.
* Associating with other child / young person involved in exploitation.
* Suffering from changes in emotional wellbeing.
* Misusing drugs or alcohol.
* Going missing for periods of time or regularly coming home late.
* Regularly missing education or not taking part.

**County lines**

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting child / young person to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, DDT staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

* Going missing and subsequently being found in areas away from their home.
* Having been the victim or perpetrator of serious violence, e.g. knife crime.
* Receiving requests for drugs via a phone line.
* Moving drugs.
* Handing over and collecting money for drugs.
* Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
* Being found in accommodation they have no connection with or a hotel room where there is drug activity.
* Owing a ‘debt bond’ to their exploiters.
* Having their bank account used to facilitate drug dealing.

Staff will be made aware of children / young people with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil / student may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

# Cyber-crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

* Unauthorised access to computers, known as ‘hacking’.
* Denial of Service attacks, known as ‘booting’.
* Making, supplying, or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children / young peoples to the National Crime Agency’s Cyber Choices programme.

# Child sexual exploitation (CSE)

For the purposes of this policy, **“child sexual exploitation”** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child / young person into sexual activity, for any of the following reasons:

* In exchange for something the victim needs or wants
* For the financial advantage, increased status or other advantage of the perpetrator or facilitator
* Through violence or the threat of violence

DDT will recognise that CSE can occur over time or be a one-off occurrence and may happen without the pupil’s/ student’s immediate knowledge, e.g. through others sharing videos or images of them on social media. DDT will recognise that CSE can affect any pupil / student who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes children / young people aged 16 and above who can legally consent to sexual activity. DDT will also recognise that children / young people may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

DDT staff will be aware of the key indicators that a pupil is the victim of CSE, including:

* Appearing with unexplained gifts, money or new possessions.
* Associating with other child / young person involved in exploitation.
* Suffering from changes in emotional wellbeing.
* Misusing drugs or alcohol.
* Going missing for periods of time or regularly coming home late.
* Regularly missing education or not taking part.
* Having older boyfriends or girlfriends.
* Suffering from sexually transmitted infections.
* Displaying sexual behaviours beyond expected sexual development.
* Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. DDT will cooperate as needed.

# Modern slavery

For the purposes of this policy, **“modern slavery”** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

# FGM

For the purposes of this policy, **“FGM”** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child / young person abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil / student being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. DDT procedures relating to managing cases of FGM and protecting children / young peoples will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil / student under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupil / student, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupil / students may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil / student. It is important to note that the pupil / student may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil / student may be at heightened risk of undergoing FGM include:

* The socio-economic position of the family and their level of integration into UK society.
* The pupil / student coming from a community known to adopt FGM.
* Any girl with a mother or sister who has been subjected to FGM.
* Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

* When a female family elder is visiting from a country of origin.
* A girl confiding that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’.
* A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
* A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil / student:

* Having difficulty walking, sitting or standing.
* Spending longer than normal in the bathroom or toilet.
* Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
* Having prolonged or repeated absences from the setting, followed by withdrawal or depression.
* Being reluctant to undergo normal medical examinations.
* Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **“‘honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child / young person is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

# Forced marriage

For the purposes of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

All staff will be alert to the indicators that a pupil / student is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil / student:

* Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
* Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
* Displaying a sudden decline in their educational performance, aspirations, or motivation.
* Regularly being absent from the education setting.
* Displaying a decline in punctuality.
* An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a pupil / student who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

# Radicalisation

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious, or ideological cause.

Protecting children / young people from the risk of radicalisation is part of DDT’s wider safeguarding duties. DDT will actively assess the risk of children / young people being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in children / young peoples’/ students’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify children / young people who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. DDT will work with local safeguarding arrangements as appropriate.

DDT will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, DDT will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s/ student’s parents, unless DDT has reason to believe that the child / young person would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children / young people against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

**The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all education settings are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **“the Prevent duty”**. The Prevent duty will form part of DDT’s wider safeguarding obligations.

DDT’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

# Children / young people with family members in prison

Children / young people with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison?](https://www.nicco.org.uk/directory-of-resources)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

# Children / young people required to give evidence in court

Children / young peoples required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Younger children / young peoples will be provided with the booklet ‘[Going to Court](https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds)’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Older children / young peoples and students will be provided with the booklet ‘[Going to Court and being a witness](https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds)’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

# Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil / student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – DDT will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children / young people whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how children / young peoples’/ students’ experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil / student that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

DDT will access a range of advice to help them identify children / young peoples in need of additional mental health support, including working with external agencies.

DDT also works closely with specialist Deaf CAMHS services who will support child / young person and young people via a referral application by school and college staff.

# Peer-on-peer abuse

For the purposes of this policy, **“peer-on-peer abuse”** is defined as abuse between children / young people.

DDT has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child / young person Protection and Safeguarding Policy’s [statement of intent](#_Statement_of_intent_1).

All staff will be aware that peer-on-peer abuse can occur between children / young people of any age and gender, both inside and outside of Trust, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

* Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
* Abuse in intimate personal relationships between peers.
* Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
* Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
* Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
* Causing someone to engage in sexual activity without consent.
* The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
* Upskirting.
* Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to DDT’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child / young person may be at risk from it.

All staff will be made aware of the heightened vulnerability of children / young people with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s/ student’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ children / young peoples/ students, who evidence suggests are also more likely to be targeted by their peers. In some cases, children / young people who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ children / young peoples/ students. DDT’s response to sexual violence and sexual harassment between children / young people of the same sex will be equally as robust as it is for incidents between child / young person of the opposite sex.

Children / young people will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children / young people will also be reassured that they will be taken seriously, be supported, and kept safe.

The Trust’s procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the Trust’s Anti-Bullying Policy and Exclusion Policy, where relevant.

# Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil / student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

* Increased absence from school / college.
* A change in friendships.
* Relationships with older individuals or groups.
* A significant decline in academic performance.
* Signs of self-harm.
* A significant change in wellbeing.
* Signs of assault.
* Unexplained injuries.
* Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil’s/ student’s vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

* Being male.
* Having been frequently absent from school / college.
* Having been permanently excluded from school / college.
* Having experienced child / young person maltreatment.
* Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil / student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

# Online safety and personal electronic devices

DDT will adhere to the E-Safety Safety Policy at all times.

As part of a broad and balanced curriculum, all children / young people will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

* Pupil / student attitudes and behaviours which may indicate they are at risk of potential harm online.
* The procedure to follow when they have a concern regarding a pupil’s / student’s online activity.

DDT will ensure that suitable filtering systems are in place on ICT equipment to prevent child / young person accessing inappropriate material, in accordance with DDT’s Data and Cyber-security Breach Prevention and Management Plan. DDT will, however, ensure that the use of filtering and monitoring systems does not cause “over blocking”, which may lead to unreasonable restrictions as to what children / young people can be taught online.

Further information regarding DDT’s approach to online safety can be found in the E-Safety Safety Policy.

**Reviewing online safety**

DDT will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by children / young people.

**Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and children / young people s is closely monitored by DDT, in accordance with the Acceptable ICT Usage Policy.

Photographs and videos of children / young people will be carefully planned before any activity with particular regard to consent and adhering to DDT’s Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve children / young people who are LAC, adopted children / young peoples, or children / young peoples for whom there are security concerns, the Executive Principalwill liaise with the DSL to determine the steps involved. The DSL will, in known cases of children / young people who are LAC or who have been adopted, liaise with the children / young peoples’/ students’ social workers, carers or adoptive parents to assess the needs and risks associated with the children / young peoples/ students.

Staff will report any concerns about children / young peoples’/ students’ or other staff members’ use of personal electronic devices to the DSL, following the appropriate procedures.

**Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **“Operating equipment”** includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by DDT. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

# Sexting and the sharing of indecent images

DDT will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child / young person sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil / student, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school and college community, including understanding motivations, assessing risks posed to children / young people depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of child / young person is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that children / young people are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil / student, they will refer this to the DSL as soon as possible. Where a pupil / student confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

* Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
* Tell the DSL immediately if they accidentally view an indecent image and seek support.
* Explain to the pupil / student that the incident will need to be reported.
* Respond positively to the pupil / student without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
* Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

* **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of children / young people, including where there is an adult involved, where there is an intent to harm the pupil / student depicted, or where the images are used recklessly.
* **Experimental:** incidents involving the creation and distribution of indecent images of children / young people where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil / student.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

* The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) / student (s) involved.
* Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil / student or their parent in making a report.
* Unavoidable because the pupil / student has presented the image directly to a staff member or the image has been found on a Trust device or DDT’s network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

* Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
* Discuss the decision with the Executive Principal or a member of the SLT.
* Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the Executive Principal or a member of the SLT.
* Make sure viewing takes place with another member of staff present in the room, ideally the Executive Principal or a member of the SLT. This staff member does not need to view the images.
* Wherever possible, make sure viewing takes place on the Trust premises, ideally in the Executive Principal’s office or a member of the SLT’s office.
* Make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil / student in the images.
* Record how and why the decision was made to view the imagery in the safeguarding or child / young person protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the Peer-on-Peer Abuse Policy. Where the incident is categorised as ‘experimental’, the children / young people involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil / student, the DSL escalates the incident to CSCS. Where indecent imagery of a pupil / student has been shared publicly, the DSL will work with the pupil / student to report imagery to sites on which it has been shared and will reassure them of the support available.

# Context of safeguarding incidents

Safeguarding incidents can occur outside of the Trust and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of children / young peoples’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. DDT will provide as much contextual information as possible when making referrals to CSCS.

# Children / young people potentially at greater risk of harm

DDT recognises that some groups of children / young people can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of children / young people. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

**Children / young people who need social workers**

Children / young people may need social workers due to safeguarding or welfare needs. These needs can leave children / young people vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil / student has a social worker in order to make decisions in the best interests of the pupil’s/ student’s safety, welfare, and educational outcomes.

Where a pupil / student needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

**Home-educated children / young person**

Parents may choose elective home education (EHE) for their child / young person. In some cases, EHE can mean that child / young person is less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the Trust will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil/ student from the education setting for EHE, the Trust, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil/ student has SEND, is vulnerable, and/or has a social worker.

**LAC and PLAC**

Child / young person most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

* Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
* Contact arrangements with parents or those with parental responsibility.
* Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of children / young peoples’ social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the Trust’s LAC Policy.

**Children / young people with SEND**

When managing safeguarding in relation to children / young people with SEND, staff will be aware of the following:

* Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil’s/ student’s disability without further exploration; however, it should never be assumed that a pupil’s/ student’s indicators relate only to their disability
* Children / young people with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
* Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for children / young people with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil / student with SEND, the DSL will liaise with the school’s/ college SENCO, as well as the pupil’s/ student’s parents where appropriate, to ensure that the pupil’s/ student’s needs are met effectively.

# Use of the Trust premises for non-trust activities

Where the governing board hires or rents out the Trust facilities or the Trust premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep children / young people safe.

Where the governing board provides the activities under the direct supervision or management of Trust staff, child / young person protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child / young person protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the Trust on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.

**Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the Trust to effectively safeguard children / young people and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of children / young people. Paid and volunteer staff understand how they should respond to child / young person protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Child / young person in Sport.

# Alternative provision

The Trust will remain responsible for a pupil’s welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the Trust will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

# Work experience

When a pupil / student is sent on work experience, the school / college will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the Trust has children / young people conduct work experience at the Trust, an enhanced DBS check will be obtained if the pupil is over the age of 16.

# Concerns about children / young people

If a member of staff has any concern about a pupil’s/ student’s welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s). All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [communication and confidentiality](#_Communication_and_confidentiality) section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL(s) with the matter. If a referral is made about a pupil / student by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil / student. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil / student.

If early help is appropriate, the case will be kept under constant review. If the pupil’s/ student’s situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in DSLs room and recorded on CPOMS.

If a pupil / student is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil / student has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, DDT will ensure that the pupil’s/ student’s wishes are always taken into account, and that there are systems available for children / young people to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil / student feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child / young person and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child / young person and family require in preventing needs escalating to a point where intervention would be needed.

# Managing referrals

The reporting and referral process outlined in [Appendix](#AppendixC) A will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA’s arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the children / young people involved. The DSL will work closely with the police to ensure DDT does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil / student has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

DDT will not wait for the start or outcome of an investigation before protecting the victim and other children / young people: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, DDT will consider referring the incident again if it is believed that the pupil / student is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and DDT agrees with this decision, DDT will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil / student will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil / young person or others at potential risk of harm. DDT will work closely with parents to ensure that the pupil / student, as well as their family, understands the arrangements in place, such as in-trust interventions, is effectively supported, and knows where they can access additional support.

# Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Executive Principal. If the concern is with regards to the Executive Principal, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at DDT will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

# Allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the Trust’s Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. DDT will ensure all allegations against staff, including those who are not employees of DDT, are dealt with appropriately and that DDT liaises with the relevant parties.

When managing allegations against staff, DDT will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”, as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

* Behaved in a way that has harmed a child / young person or may have harmed a child / young person.
* Committed or possibly committed a criminal offence against or related to a child / young person.
* Behaved towards a child / young person in a way that indicates they may pose a risk of harm to child / young person.
* Behaved, or may have behaved, in a way that indicates they may not be suitable to work with child / young person.

# Communication and confidentiality

All child / young person protection and safeguarding concerns will be treated in the strictest of confidence in accordance with the Trust data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, DDT will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, DDT will do all it can to protect the anonymity of the children / young people involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil / student, staff members will not promise the pupil / student confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects children / young people from harm, information can be lawfully shared without the victim’s consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim’s wishes against their duty to protect the victim and others. Where a referral is made against the victim’s wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the children / young people involved. Discussions with parents will not take place where they could potentially put a pupil / student at risk of harm. Discussion with the victim’s parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator’s parents will have regards to the arrangements that will impact their child / young person, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, DDT will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil / student is leaving DDT, the DSL will consider whether it is appropriate to share any information with the pupil’s/ student’s new provider, in addition to the child / young person protection file, that will allow the new provider to support the pupil / student and arrange appropriate support for their arrival.

# Safer recruitment

DDT’s full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:

* Are responsible on a daily basis for the care or supervision of child / young person.
* Regularly work in the Trust at times when child / young person are on the premises.
* Regularly come into contact with child / young person under 18 years of age.

The DfE’s [DBS Workforce Guides](https://www.gov.uk/government/publications/dbs-workforce-guidance) will be consulted when determining whether a position fits the child / young person workforce criteria.

The governing board will conduct the appropriate pre-employment checks for al prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

**Referral to the DBS**

DDT will refer to the DBS anyone who has harmed a child / young person or poses a risk of harm to a child / young person, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

# Single central record (SCR)

DDT keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at DDT.

All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

* An identity check
* A barred list check
* An enhanced DBS check
* A prohibition from teaching check
* A check of professional qualifications, where required
* A check to determine the individual’s right to work in the UK
* Additional checks for those who have lived or worked outside of the UK
* Whether the employee’s position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18
* A section 128 check for those in management positions

For agency and third-party supply staff, DDT will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

DDT is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the DDT.

# Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a yearly basis and/or whenever there is a change in legislation.

The induction training will cover:

* The Child / young person Protection and Safeguarding Policy.
* The Peer-on-Peer Abuse Policy and procedures.
* The Staff Code of Conduct.
* Part one of ‘Keeping children safe in education’ (KCSIE) (or Annex A, if appropriate).
* The Behavioural Policy.
* The Child Missing Education Policy, including the safeguarding response to child / young person who go missing from education.
* Appropriate child protection and safeguarding training, including online safety training.
* Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child / young person protection updates as required, but at least annually. Training will cover, at a minimum:

* The issues surrounding sexual violence and sexual harassment.
* Contextual safeguarding.
* How to keep LAC and PLAC safe.
* CCE and the need to refer cases to the National Referral Mechanism.
* Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the Trust.

The DSL and deputy DSL(s) will undergo child / young person protection and safeguarding training and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

* The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
* How LAs conduct child / young person protection case conferences and a child / young person protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
* The importance of providing information and support to CSCS.
* The lasting impact that adversity and trauma can have.
* How to be alert to the specific needs of child / young person in need, children / young people with SEND and/or relevant health conditions, and young carers.
* The importance of internal and external information sharing.
* The Prevent duty.
* The risks associated with online safety, including the additional risks faced online by children / young peoples with SEND.

# Monitoring and review

This policy is reviewed at least annually by the DSL and the Executive Principal. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2022.

**Appendix A**

**Safeguarding Reporting Process**

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child / young person. Where a referral has been made, the process outlined in the ‘After a referral is made’ section should be followed.

The actions taken by the Trust are outlined in yellow, whereas actions taken by another agency are outlined in blue.

**Before a referral is made**

**N**

A staff member identifies a concern or potential concern. Is the young person at immediate risk of harm?

Is the DSL or deputy DSL available to discuss the concern with?

The staff member immediately notifies the police of the situation and informs the DSL.

The staff member to contact their line manager and with support, makes a referral to CSCS, notifying the DSL of this as soon as possible.

The staff member discusses the concern with the DSL. Taking into account observations and using professional judgement, is a referral required?

The DSL makes a referral to CSCS, keeping the staff member who raised the concern up-to-date with what action is taken.

The child / young person continues to be monitored and early help is provided where necessary. If the concern escalates, a referral is made to CSCS.

Within one working day, a social worker from CSCS will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.

The steps outlined in the next flowchart are then followed.

**N**

**N**

**Y**

**Y**

**Y**

**After a referral is made**

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The child / young person is in need of immediate protection.

Where the young person is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the appropriate staff members to liaise with other agencies to arrange an early help assessment and appropriate support.

A child / young person in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child / young person protection conference is held.

A child / young person protection plan is potentially required.

Appropriate emergency action is taken by the social worker, police or NSPCC.

If the child / young person’s situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child / young person’s situation improves.

Staff keep the child / young person’s circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil’s best interests always come first.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.