





Falcons Learning Ltd

Strategic Child Protection and Safeguarding Policy 2024-2025

Reviewed Annually	Safeguarding and child protection	
Last reviewed on:	03/10/2023	
Reviewed By:	Stephen Wash	
Signature		
Next review due by:		
REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS	REVIEW YEARLY

Date of This Review	23/10/2024
Reviewed By	Steve Wash
Date of Next Review	October 2025 (or sooner as required)

Change History			
Version	Date	Change Agent	Details of Change
1.0	03/11/2022	S. Wash	Initial Issue
1.1	08/03/2022	S. Wash	Addition of no employment prior to receipt of Enhanced DBS Certificate.
2.0	10/06/2022	S. Wash	Addition of the learners' input into the ethos and direction that the school should take.
3.0	10/07/2022	S. Wash	Addition of Elizabeth Seeley as Governor with oversight of safeguarding at Falcons Learning. (Now retired). Board of Governors replaced
4.0	17/08/2022	S. Wash	Revision in line with KCSIE 2022 Adoption of ERYC Template and Policy
4.1	23/03/2023	S. Wash	Revision to change DSL to Jon Badman
4.2	06/09/2023	F. McHugh	Revision: Lee Smith now member of Advisory Board with responsibility for Safeguarding
4.3	23/10/2023	F. McHugh	DDSL : Jo Wash Gemma Neale to become DDSL Jan 2024
4.4	16/09/2024	S. Wash	DSL changed to Jon Badman DDSL changed to Georgia Spencer.
4.5	23/10/2024	S. Wash	This is an interim review awaiting the model policy from ERSCB publication which will be adopted in due course

Owner	Principal		
Overview			
This Policy includes:			
<ol style="list-style-type: none"> 1. E safety 2. Safeguarding of Children Vulnerable to extremism (Prevent) 3. Children Missing in Education 			
Review Panel			
Directors			
Principal			
DSL			
SLT			
Students			
External Input	<ol style="list-style-type: none"> 1. Dfe 'Keeping Children Safe in Education' (Sept 2023) 2. DfE 'Keeping Children Safe in Education' (Sept 2022) 3. DfE 'Working Together to Safeguard Children' 2018 4. DfE 'SEND Code of Practise' (Jan 2015) 		
Next Review Date	23/10/2025		
Review Interval	1 year		
Review Signature			
Name	Stephen Wash	Date	23/03/2023
	Jon Badman		23/10/2023

Contents	Page(s)
Contents	2 - 6
Advice and Contact List	7 - 9
Definitions and Acronyms	10 - 11
1. Related Legislation and Guidance	12 - 13
2. Other Safeguarding Related School Policies	13
3. Introduction and Core Principles	13
3.1 Definition of Safeguarding	13
3.2 The 4 Core Principles	14 - 15
3.3 School Commitment	15 - 16
3.4 A Range of Safeguarding Issues that Need to be Considered	16 - 17
3.5 Multi Agency Safeguarding Arrangements	17 - 18
4. Roles and Responsibilities	18
4.1 DSL and DDSL	18 - 19
4.2 Leadership	19 - 21
4.3 All Staff	21 - 22
4.4 Children and Young People	22
4.5 Parents and Carers	23
5. Child Protection Procedures	23
5.1 Identifying Concerns	23 - 24
5.2 Responding to Concerns	25

5.3 Children suffering or at risk of suffering significant harm	25 - 26
5.4 Emergency Duty Team	26 - 27
5.5 Case Conferences, Core Group, TAF & Strategy Meetings	27
5.6 Children's Concerns	27 - 28
5.7 Feedback and escalating concerns about individual cases	28 - 29
5.8 Confidentiality	29
5.9 Information Sharing	29 - 30
6. Record Keeping and Transferring / Retaining Records	30 - 31
7. Complaints	31
8. Early Help	31 - 32
9. Specific Safeguarding Concerns – Further Information	32
9.1 Physical, Emotional, Sexual Abuse and Neglect	32
9.2 Child-on-Child Abuse	32 - 33
9.3 Child-on-Child Sexual Violence and Harassment	34 - 35
9.4 Honour Based Abuse (HBA)	35
9.4.1 FGM Reporting Procedure	35 – 36
9.4.2 Minimum Age for Marriage	36
9.5 Contextual Safeguarding	36
9.6 Child Sexual Exploitation (CSA) and Child Criminal Exploitation (CCE) and County Lines	36 - 37
9.7 Possible Violent Extremist Radicalisation & Hate Incidents	37
9.8 Serious Violence	37
9.9 Domestic Abuse	38

9.10 Private Fostering & Direct Payments	38
9.11 Mental Health and Emotional Well-Being	38
9.12 Nude and/or semi-nude image sharing by children	38 - 39
10. Supporting Vulnerable Children and those potentially at risk of harm	40
10.1 Children with a Social Worker	40
10.2 Children who are LGBTQ	40
10.3 Children Looked After (CLA) and Previously Looked After Children (PLAC)	40 - 41
10.4 Elective Home Education (EHE)	41
10.5 Children Absent from Education	41 - 42
10.6 Children with Special Educational Needs or Disabilities (SEND)	42
11. Opportunities to Teach Safeguarding	42
12. Online Safety and Filtering and Monitoring	43 - 44
13. Training	45
13.1 All Staff	45 - 46
13.2 Governors	46
13.3 Induction	46 - 47
13.4 DSL / DDSL Training	47
14. Reasonable Force	47 - 48
15. Safer Recruitment and Staff Vetting	48 - 49
16. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing	50
16.1 Concerns that meet the 'Harm Threshold'	50 - 51
16.2 Low Level Concerns	51 - 52

16.3 Safeguarding Culture and Whistleblowing	52 - 53
17. Use of Premises by Other Organisations	53
18. Site Security – Health & Safety and Emergency Procedures	53 - 54
19. Volunteers	54
20. Contractors, Visitors, Supply and Agency Staff and ITT Trainees	54 - 55
21. Extended School and Offsite Provision and Educational / Residential Visits	55
22. Policy Review	55
Appendix 1 – Categories of Abuse	56 - 57
Appendix 2 – Responding to Concerns – Disclosures	58
Appendix 3 – Example of Advice for Children	64
Appendix 4 – Safeguarding Children; Information for Visitors, Supply Staff and Volunteers	65
Appendix 5 – Ofsted Definition of Safeguarding	66 - 67
Appendix 6 – Advice if there are concerns about the capacity of parent/carer collecting children	68
Appendix 7 – Support Organisations	70 - 73

ADVICE AND CONTACT LIST

Falcons Learning Child Protection & Safeguarding

Advice and contact list September 2023

Role / Agency	Name & Role	Contact Details
School Designated Safeguarding Lead	Jon Badman Deputy Head DSL/ SENCo	Mobile: 07497711420 Office: 01405 470014 Email: faymchugh@falconslearning.com
Deputy DSL	Jo Wash Gemma Neale (Jan 2024)	Mobile: 07856278506 Office: 01405 470014 Email: faymchugh@falconslearning.com
Looked After Children Designated Teacher	Jon Badman	Mobile: 07497711420 Office: 01405 470014 Email: faymchugh@falconslearning.com
E-Safety Coordinator	James Clark	Jamesclark@falconslearning.com
Safeguarding and Partnership Hub	CP Consultation and Request for Service Support & Advice: Intensive & Specialist Safeguarding Support Urgent C P Concerns Consultation with an Advanced Social Worker	Mon to Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm 01482 395500 Request for Service (RFS) forms should be sent to: safeguardingchildrenshub@eastriding.gov.uk
Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939

Early Help Locality Hub	Early Help Additional support for children & family's initial consultation	Consultation 01482 391700 All Request for Service to be sent to: ehphub@eastriding.gov.uk
Local ER Children Safeguarding Team		01482 395500 Emergency Duty Team: 01482393939
Local ER Children Safeguarding Team Manager	<p>Goole North Children's Safeguarding Team East Riding of Yorkshire Council Council Offices Church Street Goole DN14 5BG</p> <p>Goole South Children's Safeguarding Team East Riding Of Yorkshire Council Council Offices Church Street Goole DN14 5BG</p>	<p>Tel: (01482) 396842 Fax:(01482) 396843</p> <p>Tel: (01482) 396842 Fax:(01482) 396843</p>
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational School Safeguarding & CP advice	<u>chris.hamling@eastriding.gov.uk</u> 01482 392251 Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk

ERYC LADO	Jayne Hammill Lisa Dosser Referral of possible allegations against staff & volunteers.	Please always use the LADO email to initiate contact with LADO: <u>LADO@eastriding.gov.uk</u>
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	24-hour Guidance & support	01482 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
East Riding Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	https://www.erscp.co.uk https://www.erscp.co.uk/ 01482 396994 erscp.enquiries@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	erscp.training@eastriding.gov.uk
Hull North Yorks North Lincs North East Lincs	Children's Social Care	01482 448879 EDT 01482 300304 01609 780780 EDT 01609 780780 01724 296500 EDT 01724 296500 01472 326292 EDT 01472 326292
Prevent Referral	Humberside Police ERYC	101 / <u>prevent@humberside.pnn.police.uk</u> <u>prevent@eastriding.gov.uk</u>

DEFINITIONS AND ACRONYMS

Staff	Refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
DSL	Designated Safeguarding Lead
DDSL	Deputy DSL
DSG	Designated Safeguarding Governor
CoG	Chair of Governors
SiET	Safeguarding in Education Team
LADO	Local Authority Designated Officer
ERSCP	East Riding Safeguarding Children Partnership
CST	Locality Children Safeguarding Teams
SaPH	Safeguarding and Partnership Hub
CEDT	Children’s Emergency Duty Team
EHPH	Early Help and Prevention Hub
DBS	Disclosure & Barring Service
KCSiE 2023	Keeping Children Safe in Education 2023
VCET	Vulnerable Children Education Team
DfE	Department for Education
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
Sexual Harassment	Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude’s images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats)

EWO/S	Education Welfare Officer/Service
YFS	Youth & Family Support
Mental Health and Emotional Wellbeing Service	https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/
GDPR	General Data Protection Regulation
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix 8)
Child	Any pupil under the age of 18 is legally a child
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children e.g., CST may signpost to Adult Services or refer to YFS
EHCP	Education, Health, and Care Plan

1. Related Legislation and Guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2023, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Working Together to Safeguard Children (2018) – last updated 01.07.22.
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Keeping Children Safe in Education (DfE, 2023)
- Use of reasonable force in schools (DfE, July 2013)
- Searching, screening & confiscation (DfE July 2022)
- School Staff & Volunteer Code of Conduct (ERSCP, September 2023)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Gov, July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2023).
- Ofsted Education inspection framework (September 2023) – GOV.UK
- Ofsted Inspecting safeguarding in early years, education, and skills (September 2022) – GOV.UK
- Ofsted School inspection handbook (July 2023) - GOV.UK
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
- Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May 2021
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015)
- Working Together to Improve School Attendance (DfE, May 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, May 2023)

- Behaviour in Schools: Guidance, advice for headteachers and school staff (DfE, September 2022).
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022.
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb 2018)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug 2018)
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE, April 2022)
- Meeting digital and technology standards in schools and colleges (DfE, March 2023)

2. Other Safeguarding Related School Policies

KCSiE 2023 outlines the explicit requirement for a whole school or college approach to safeguarding. The school / college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

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

The above list is not exhaustive and when undertaking policy development, consideration will be given to Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance.

3. Introduction and Core Principles

3.1 Definition of Safeguarding

KCSiE 2023 (Paragraph 4) defines safeguarding and promoting the welfare of children as:

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

3.2 The 4 Core Principles

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

1. **Prevention** – a positive school atmosphere, pastoral support to pupils, the Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment). (KCSiE 2023 Paragraph 131) continues to place emphasis upon preventative education:

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

2. **Protection** - by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately, and sensitively to child protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). To ensure our pupils know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report and that action will be taken, and they will be supported.

3. **Support** - to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable.
 4. **Collaboration** - with children & young people, parents, and partner agencies to promote safeguarding and wellbeing for all our children and young people.
- At Falcons Learning, we recognise both our moral and statutory responsibility to safeguard and promote the welfare of all children. We know that children who feel safe and secure at school are more likely to achieve their full potential.
 - As such, safeguarding is regarded as everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils/students) are integral to the school wide safeguarding culture and processes and have an essential role to play in making our school community safe and secure.
 - The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSiE 2023, as well as related statutory guidance and local safeguarding protocols.
 - We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.
 - We understand the importance of positive and appropriate behaviour and the crucial role of staff in setting and maintaining standards for positive and appropriate behaviour, tolerance, and mutual respect.
 - The school approach to safeguarding is based on the belief that the best interests of children always come first and that all children have a right to be heard and to have their wishes and feelings considered.
 - In our school/college children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are considered as far as possible when determining what safeguarding action to take and what services to provide.
 - Children identified as vulnerable and those with additional needs are supported and similarly all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Where safeguarding is concerned, staff will maintain an attitude of 'it could happen here' and when concerned about the welfare of a child, staff will always act in the best interests of the child. In the event of any safeguarding concern being identified about any child or adult, staff will act immediately, sharing concerns in line with agreed procedures.

3.3 School Commitment

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

Our school will therefore:

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

- Ensure that staff are aware of how and when to act on concerns and work safely and appropriately. They are aware that they are in a position of trust and what the implications are in relation to their working practice and out-of-school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'duty of care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE 2023.

3.4 A Range of Safeguarding Issues that Need to be Considered

Falcons Learning acknowledges that there is a broad range of specific, and at times interlinked safeguarding / child protection issues, that require vigilance and may need potential action, for example, Early Help. See Appendix 1 and 8. These concerns can occur 'direct / in person' and / or online and straddle intrafamilial and extrafamilial settings (or both). This would include but not be limited to:

- Abuse and neglect ('Intrafamilial' risks)
- Bullying, including cyberbullying.
- Child-on-child abuse
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care.
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding ('Extrafamilial' risks outside the family home) - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls - 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Hate Crime / Offences
- Has returned home to their family from care
- Homelessness

- Human trafficking and modern slavery
- Is disabled or has certain health conditions and has specific additional needs and / or has special educational needs (whether they have a statutory Education, Health, and Care Plan)
- Is a young carer
- Is persistently absent from education, including persistent absences for part of a school day
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery and trafficking
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is a privately fostered child
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- ‘Upskirting’

(Also see Part One and Annex B within KCSiE 2023 for more information)

3.5 Multi Agency Safeguarding Arrangements

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

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

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

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

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

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and work with SiET to support Humberside Police Pitstop meetings.

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

Whilst observing the requirements of KCSiE 2023 (especially Paragraph 301 in relation to 'assurance') access for relevant professionals (e.g., Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing Local Authority.

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

4. Roles and Responsibilities

4.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2023, Annex C. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety and IT Filtering and Monitoring). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent child protection matters.

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

The DSL will ensure that individual members of staff are appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If a staff member feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing, they should raise concerns with the DSL or a senior staff member and press for reconsideration or discussion. If staff remain concerned or they feel the situation is urgent, they can refer to SaPH or LADO.

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

Key aspects of the role are:

- providing advice and support and information to staff as appropriate, acting as the central contact point for all staff to discuss safeguarding arrangements.
- oversee staff safeguarding training and share / cascade information.
- ensuring that safer recruitment and staff induction procedures are in place and followed.
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans and managing any involvement with any multi-agency plans / work.
- maintaining a confidential recording platform and obtaining, managing, and transferring CP records within the stipulated 5-day transfer period for individual pupils and liaising with previous and receiving schools.
- coordinating safeguarding action for individual children. When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child, with the DSL liaising closely with the Designated Teacher.
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups, and other multi-agency meetings.
- arranging appropriate induction and continuing training for all staff, providing regular updates, as necessary.
- returning information to the ERSCP and LA as required and in-line with agreed timescale and statutory guidance e.g., Education Settings Self-Assessment Tool (Section 175 Report).
- liaising with the Headteacher and DSG.

- lead and support a school culture of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- ensuring that any educational or safeguarding assessments of children consider the wider contextual environmental factors present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour, and mental and emotional health.
- helping promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children. Including children with a social worker, are experiencing, or have experienced, with teachers and School/College leadership staff.
- ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE 2023.
- liaising with the Headteacher/Principal to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).
- Oversee online safety and the filtering and monitoring systems and processes in place.

4.2 Leadership

Management and leadership by the Principal, and senior leadership team ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2023 are carried out and that all strategic child protection and safeguarding arrangements are in place and effective.

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

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

They will:

- designate a person for Child Protection & Safeguarding who will monitor policies in operation along with training and procedures.
- ensure a written report is presented to the Principal at the end of each academic year, supported by a process of termly auditing.
- Ensure that this policy is revised and updated annually and will seek the views of all stakeholders.
- remedy any identified weaknesses in the policy or application of the policy immediately.
- ensure all Governors complete ERSCP e-learning Child Protection training (including online safety) and refresh this at least every 3 years, either Safeguarding Everyone Level 1 or Safeguarding in Education (CoG and DSG).
- This level of training should be included in the induction package of any new Governors. The DSG should complete higher level training led by the SiET.
- Make opportunities available for Governors, as required, to complete ERYC:
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.
- The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.
- Governors have a duty to assure themselves that the schools child protection files are maintained as set out in Annex C of KCSiE 2023 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness
- Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

4.3 All Staff

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

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE 2023 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

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

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

All members of staff have a responsibility to:

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

- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- to know how to report safeguarding and technical concerns, in relation to Online Safety and Filtering and Monitoring, such as, if:
 - they witness or suspect unsuitable material has been accessed
 - they can access unsuitable material
 - they are teaching topics that could create unusual activity on the filtering logs
 - there is failure in the software or abuse of the system
 - there are perceived unreasonable restrictions that affect teaching and learning or admin tasks
 - they notice abbreviations or misspellings that allow access to restricted material

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

- Keeping Children Safe in Education 2023 – Part 1 for those who work directly with children (Safeguarding information for all staff) and, or, annex A (a condensed version of Part 1), for members of staff who do not work directly with children (Safeguarding information for school and college staff).
- School Staff Code of Conduct 2023.
- School Whistleblowing Guidance 2023.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- Staff Reference Guide CP and Safeguarding Policy 2023-2024.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the following documents, these are kept in both hard copy in the school office and in the Teams 'Policies and Documents' folder.

- Keeping Children Safe in Education (Sept 2023) full guidance.
- School Strategic Child Protection & Safeguarding Policy 2023-2024.
- What to do if you are worried a child is being abused (March 2015).
- Guidance for safer worker practice for those working with children and young people in education setting February 2022.

4.4 Children and Young People

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

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

4.5 Parents and Carers

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

However, we ensure that parents are aware that there may be certain circumstances when we need to progress concerns in relation to child protection and seek advice from SaPH, in line with local procedures outlined in the 'Effective Support Guidance' without parental / carer consent or knowledge. Please see Appendix 10.

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

If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance in Appendix 9 and follow normal safeguarding procedures.

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

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

5. Child Protection Procedures

5.1 Identifying Concerns

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

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

Working Together to Safeguard Children (2018) and KCSiE,2023, outline the definitions and indicators of abuse and neglect and all staff are made aware of this. Please also refer to Appendix 1. The DSL and DSG ensure that all staff have received and been given the time to read KCSiE 2023, Part One or Annex A and have access to the full guidance

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

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

Understanding the indicators of abuse and neglect is key to fashioning an appropriate response to concerns as early as possible and provide the support required to prevent escalation and a worsening situation. It is recognised that there are a wide range of potential safeguarding issues that school staff need to be aware of – see Section 4. When assessing whether a child may be suffering actual or potential harm, there are 4 categories of abuse, which often overlap (see Appendix 1 for further information):

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

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

Safeguarding incidents and/or concerns can be associated with factors and risks outside the home and education setting.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple

harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviours on a continuum – i.e., what is worrying behaviour for a younger child might be normal for an older child.

It is also important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused. The DSL will take seriously all concerns shared and explore them individually.

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

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

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

5.2 Responding to Concerns

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

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

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

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

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

This information must be recorded on CPOMS with concerns relating to marks or injuries must also be recorded on a 'Body Map' (Appendix 4) which should be attached to the 'Record of Concern Form' (Appendix 3). If using a body map injuries or marks must be described, in addition to locating on the body map.

Photographs must not be taken of any marks or injuries.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or disclosures as insignificant, as:

- they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions (i.e., **T**ell me – **E**xplain - **D**escribe)
- delay recording or passing concerns to the DSL.

Staff are made aware that it is unacceptable legally, professionally, and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (See Section 16.3) and that any such failures will be regarded as potential disciplinary matters.

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

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

5.3 Children suffering or at risk of suffering significant harm

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

However, this may not be the case, if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk
and/or
- There is a possibility that a crime may have been committed

and/or

- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage

and /or

- Informing parents/ carers might place staff at risk

and/or

- When a delay in obtaining consent may put a child at risk, a contact to SaPH will be made before discussing the matter with parents or carers.

In any case, this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and the Police can respond within the school day.

After a telephone contact to the SaPH the DSL or other delegated member of staff will email a completed Request for Service Form (Appendix 14) - ideally immediately after initial telephone referral and at the latest within 24 hours to support informed decision making.

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

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

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

5.4 Emergency Duty Team

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

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

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

School will have the following information for the call:

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

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

- How does the current situation impact on the child?

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

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

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

5.5 Case Conferences, Core Group, TAF & Strategy Meetings

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

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

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

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

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

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

5.6 Children's Concerns

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

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

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

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 6). This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) curriculum from September 2020.

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The school's reporting mechanism is promoted via – CPOMS - and the guidance from Part Five of KCSiE 2023 is followed.

Safe school procedures including Child Protection matters will be discussed in staff briefings, SLT meetings and as an integral part of staff appraisal. Student voice activities will capture the views of young people, while effective communication with parents/ carers and outside agencies allows for joined-up thinking around all provision, including safeguarding.

5.7 Feedback and escalating concerns about individual cases

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

If the DSL disagrees with the advice or action made by SaPH, the EPH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this

with the appropriate Manager and if the concerns persist follow the escalation policy, the ERSCP:

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

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

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

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

If the member of staff is still concerned, or they feel the situation is urgent they can refer to SaPH, the allocated Social Worker or the LADO themselves.

5.8 Confidentiality

It is recognised that all matters relating to Child Protection are highly confidential and the DSL / DDSL will share that information on a '**need to know, what and when basis**'. In line with this, any paper records will be stored securely with restricted access to only relevant staff. Sensitive / confidential information is stored in an electronic, secure folder on Teams with restricted access protocols in place.

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

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

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

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

5.9 Information Sharing

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

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

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights Law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.

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

Falcons Learning has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements. Due regard will be given to the relevant data protection principles, which allow the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent sharing of information to keep children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE 2023).

6. Record Keeping and Transferring / Retaining Records

It is essential to keep timely, detailed, accurate and accessible records to protect children effectively and always be led by Information Sharing guidance and GDPR (2018) will be followed.

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

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

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

All staff should record such concerns or disclosures on CPOMS, including the completion of body-map information if applicable. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Principal or appropriate Senior Manager.

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

Each individual Child’s file of concern or official documentation will contain a ‘Cover & Summary Sheet Appendix 5 and a Chronology sheet Appendix 13 which will detail and reference any concerns, contact with parents and other agencies, information

shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on the chronology sheet. The file will also contain all other relevant information but be separate from the child's other school records.

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in-line with current information sharing guidance and GDPR (2018). Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.

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

The DSL will decide what information needs to be shared within school with whom and when on a case-by-case basis. Confidentiality is essential, but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that individual children are being monitored. Child Protection records are reviewed at least termly, to establish whether any action, advice or updating is needed.

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

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

- (1) sealed in an envelope and marked as above and
- (2) sealed in an addressed envelope before sending by recorded delivery

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

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

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

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

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

7. Complaints

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

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

The leadership team at Falcons Learning take all concerns reported to the school seriously, following the established process to investigate and respond fairly and professionally.

Anything that constitutes an allegation against a member of staff or volunteer or is identified as a low-level concern, will be dealt with in-line with section 16 of this policy.

8. Early Help

Falcons Learning fully supports the continued emphasis within KCSiE 2023 upon Early Help and Prevention support. Local ERSCP procedures will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school. In such cases, parents/carers will consent for a contact to be made to the Early Help and Prevention Hub.

If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' from to the Early Help and Prevention Hub. This may be on the back of a consultation with staff in the Early Help and Prevention Hub.

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

If a service is to be provided, the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment.' The

school will follow the local guidance in relation to completing Early Help Assessments:

<https://www.eastriding.gov.uk/council/working-with-our-partners/caring-for-children/early-help-assessment/>

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

9. Specific Safeguarding Concerns – Further Information

Part One and Annex B of KCSiE 2023 and Section 3.4, provide further information on the types of abuse and a range of specific safeguarding issues. Where staff are unsure how to respond to specific safeguarding issues,

All staff are made aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns, following the identified procedures. Staff are aware that some children have an increased risk of abuse, both online and offline, as listed below

9.1 Physical, Emotional, Sexual Abuse and Neglect

Please see Appendix 1 – Categories of Abuse, for further information

9.2 Child-on-Child Abuse

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

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

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

concerns regarding child-on-child abuse.

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

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

Students are aware of how to share concerns and protocols around confidentiality; they are familiar with the DSL and DDSL, knowing how to make contact, raise a concern and what to expect in terms of support and action. No member of staff can ever give an assurance of complete confidentiality or give promises around outcomes.

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

Concerns about behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with young people and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, relationships and child protection policies. **Note: section 89(5) of the Education and Inspections Act 2006 gives school leaders a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.**

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

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

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

This will not prevent or delay the school in following their own internal disciplinary

procedures and/or making a Request for Service to SaPH if this is required.

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

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will ensure reports of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the pupils involved. The school will make every effort to ensure that during such investigations all pupils involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place

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

All students who attend Falcons Learning will be risk assessed according to information included in EHCP'S/ other paperwork, updated on a termly basis or as needs arise. Where necessary these will be created in collaboration with outside agencies and parents/ carers. These risk assessments will be shared as appropriate with staff and students. Staff are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

9.3 Child-on-Child Sexual harassment and Violence

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2023 will be followed, along with the SiET 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'. It is recognised that sexual violence / abuse and sexual harassment can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

Falcons Learning adopts a school wide 'zero tolerance' approach to such behaviours, knowing this can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment are never acceptable. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported

and kept safe.

Abuse that occurs online or outside of the school will not be dismissed or downplayed. It will be treated equally seriously and in-line with relevant policies/procedures, for example: anti-bullying, relationships, child protection and online safety. Regarding the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

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

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

- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in-line with part five of KCSIE 2023 and relevant local/national guidance and support.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.
- Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

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

Important considerations which may influence this decision include:

- the ages of the children involved.
- the developmental stages of the children involved.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- whether there are any ongoing risks to the victim, other children / students, or staff.

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed.
- any power imbalance between the children.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.

In most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this will depend on a case-by-case basis.

The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.

Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

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

9.4 Honour Based Abuse (HBA)

All staff are reminded of the need to be aware of such abuse as outlined in Part 1 and Annex B of KCSiE 2023, and the statutory duty and responsibility to report concerns related to Female Genital Mutilation.

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

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

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

- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report

this to the Police and will be supported by the DSL in doing so (see below)

9.4.1 FGM Reporting Procedure

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

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

9.4.2 Minimum Age for Marriage

Staff are aware of the law change that came into force in February 2023. This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

9.5 Contextual Safeguarding

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

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

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these

concerns to the DSL. All staff have received and been given time to read KCSiE 2023 Part One and have access to Annex B: Further information. Any concerns will be referred to SaPH in order that the LA can consider this information in-line with the 'Effective Support Guidance'.

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

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

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

County Lines

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

9.7 Possible Violent Extremist Radicalisation & Hate Incidents

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

Staff are made aware that children are vulnerable to extremist ideology and radicalisation

and staff will be alerted by changes in behaviour which could indicate that they may need help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

If there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members, a referral will be made to the police and local authority, **prevent@humberside.pnn.police.uk** and **prevent@eastriding.gov.uk** (Appendix 12).

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

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

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

<https://www.humberside.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

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

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

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

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

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

9.8 Serious Violence

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

Indicators may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a notable change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate

that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

9.9 Domestic Abuse

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

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on health, well-being, development, and ability to learn. If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or DDSL).

9.10 Private Fostering and Direct Payments

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

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

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

9.11 Mental Health and Emotional Well-being

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

We recognise that mental health problems can, in some cases, be an indicator that a person has suffered or is at risk of suffering abuse, neglect or exploitation. We know that experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on mental health,

behaviour, and education.

The school will arrange support for children with emotional & mental health issues by accessing universal services to seek advice and make necessary referrals in line with the 'LA Effective Support' model.

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

Note: The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos, or live streams of/by young people under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The **'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'** guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

We recognise that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy). We will respond to concerns in-line with the non-statutory UKCIS guidance: *'Sharing nudes and semi-nudes: advice for education settings working with children and young people'* and the local Effective Support Guidance / Windscreen.' When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos. The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any young person involved.

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

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

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

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

The DSL may choose to involve other agencies at any time if further information/concerns

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

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

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

10. Supporting Vulnerable Children and those potentially at great risk of harm

Young people may be potentially vulnerable or at risk because of a wide range of factors, (some of which may be interlinked), for example, SEND, Looked After Child, have experienced or are experiencing any form of neglect, abuse or complex or adverse family circumstances. We aim to provide all young people with the right support and guidance to build self-esteem, confidence, and resilience. Specific plans will be implemented around concerns such as attendance, this will be shared accordingly.

10.1 Children with a Social Worker

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

The DSL will maintain records and details of children who have a Social Worker and where possible, where there has been previous involvement of a Social Worker. The DSL will liaise with staff as appropriate to ensure relevant information is shared and that there is a consistency of approach and support.

In turn, this will inform support and decision making to promote positive outcomes spanning

attainment and progress as well as pastoral and safeguarding considerations (for example, responding to unauthorised absence and provision of pastoral and/or academic support).

The DSL will ensure that the allocated Social Worker is kept informed, as appropriate, of any concerns/ significant events.

10.2 Children who are LGBTQ

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

Furthermore, it is recognised that risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. LGBTQ is included within our RSE / PSHE curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns. This approach is underpinned by the school wide commitment to inclusion and a zero-tolerance approach to any form of child-on-child abuse and prejudicial/ discriminatory behaviour(s) including Transphobic behaviour

10.3 Children Looked After (CLA) and Previously Looked After Children (PLAC)

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

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

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

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

10.4 Elective Home Education

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

Where the student involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers. We will work together with, and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the

decision is fully informed.

10.5 Children Absent from Education

Children absent from education, particularly persistently or for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly County Lines. It can also be a precursor for children becoming missing from education in the future. A robust response to children absent from education will support the identification of such abuse and may help prevent the risk of children going missing in the future. Relevant statutory guidance will be followed. The school Attendance Policy reflects support for children absent from education and the potential impact of mental health on attendance and the link between ACES / mental health, school attendance and progress.

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

First day absence procedure: Parents/ carers to call by 10.00am. If this does not happen then the school business manager will endeavour to make contact. A log of these calls will be kept on ARBOR. Daily attendance reports emailed to East Riding and The Hub school. Other authorities have their own processes and requirements.

Falcons Learning will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of children absent from or missing from education, school will make all reasonable efforts to locate the child/ren as required by the guidance. Similarly, we will work with the EWS to monitor potential Pupils Missing Out on Education.

If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable. If a child who is not open to CSC, that the school has concerns about, does not attend school, the school will, in accordance with the Effective Support Guidance, consult with or place a request for service with SaPH, the EWS and / or the Police depending on the circumstances.

Falcons Learning will ensure that they know the attendance of any children educated off site.

The school has an agreed process in place, with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.

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

10.6 Children with Special Education Needs (Disabilities)

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

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

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support is needed. This may involve a review of an EHCP. The DSL will work closely with the SENDCo to plan support as required.

11. Opportunities to Teach Safeguarding

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

We will ensure that students are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships, Sex and Health Education (RSHE)

We have full awareness of the crucial role we play in preventative education, knowing this is most effective in the context of a whole-school approach preparing students for life in modern Britain. We have a culture of zero tolerance for sexism, misogyny/misandry, homophobia, transphobia, biphobia, and sexual violence/harassment.

Falcons Learning will establish and maintain a clear set of values and standards, upheld,

and demonstrated throughout all aspects of school life. Our program is fully inclusive and developed to be age and developmentally appropriate.

We promote an individualised approach that is tailored to the specific needs and vulnerabilities of our students, for example, children who are victims of abuse and children with SEND.

Our systems support relationship building whereby all students are listened to and, concerns are taken seriously, leading to proportionate action.

12. Online Safety and Filtering and Monitoring

The importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and wellbeing issues.

To address this and considering the 4 categories of risk outlined below, we will adopt a whole school approach involving several measures and approaches with the aim of:

- Having robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers, and governors.
- Protecting and educating the whole school community in safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The approach to online safety is based on addressing the following 4 categories of Risk:

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

KCSiE 2023, outlines the need for staff and Governors to receive training covering online safety (including Filtering and Monitoring) and that it is essential that there is a whole school approach towards online safety, spanning training, curriculum content and teaching, communication with parents/carers and school IT resources / devices / network (appropriate filtering and monitoring etc).

In relation to filtering and monitoring, we will adhere to DfE filtering and monitoring standards on school devices and school networks, and in so doing will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

School Approach to Filtering and Monitoring

We have established mechanisms to identify, intervene in, and escalate any concerns linked to filtering and monitoring.

Adherence to the standards will be regularly reviewed (at least annually) and involve discussion with IT staff, service providers and SLT as well as the DSL. This will be supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Filtering breaches or concerns identified through internal monitoring will be recorded and reported to the DSL, who will review and respond as appropriate. The DSL will respond to online safety concerns in line with Safeguarding / Child Protection and any other associated policies, including our Anti-bullying Policy, social media Policy and Relationships Policy:

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

We use a wide range of devices and technology systems to facilitate internal and external communication, teaching, and information storage. The school Acceptable User Policy and related policies underpin the operation of all school owned devices and systems along with safety and security measures in place.

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

Any access to materials believed to be illegal, will be considered as a safeguarding issue and appropriate action taken to address concerns.

13. Training

13.1 All Staff

The DSL takes the lead role in overseeing and facilitating staff training (including Online Safety and Filtering and Monitoring), ensuring this is at the appropriate level, recorded and refreshed, cascading information via staff briefings and dedicated training sessions and updating all staff on safeguarding issues that require ongoing vigilance.

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

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

- KCSiE 2023 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children)
- Staff Code of Conduct 2023-2024
- Whistleblowing Guidance 2023-2024
- Strategic Child Protection & Safeguarding Policy 2023-24
- Staff Reference Guide Child Protection and Safeguarding Policy 2023-2024
- Behaviour & Attendance policies - and understand the safeguarding context of both.

This training will also cover:

- The role and identity of the DSL & DDSL and any other staff who have a safeguarding role/ responsibility
- Briefing on range of safeguarding issues to be aware of (as identified in Part 1 and Annex B of KCSiE, 2023), internal safeguarding procedures and expectations.
- Where key documents and guidance can be accessed

All staff will know where and how to access the current documents listed below: (add where stored)

- KCSiE 2023 (Full guidance)
- School Strategic Child Protection & Safeguarding Policy
- What to do if you are worried a child is being abused (2015)
- Working Together to Safeguard Children (2018)
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)

- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Staff Code of Conduct 2023-2024
- Whistleblowing Guidance 2023-2024
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)

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

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

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

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

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

13.2 Governors/ Advisory Group

As an independent special school Falcons Learning is not required to have a Governing Body.

However, we do have in place an advisory group comprised of a member of Falcons staff, a Director, a student parent and an external agency.

13.3 Induction

Falcons Learning will alert the DSL to all new staff (including agency and third-party staff) / volunteers starting employment and advisory group members taking up a role.

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

Induction will include:

- KCSiE, 2023 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children).

- Staff Code of Conduct 2023-2024
- Whistleblowing Guidance 2023-2024
- Strategic Child Protection & Safeguarding Policy 2023-2024
- Staff Reference Guide CP and Safeguarding Policy 2023-2024
- Behaviour & Attendance policies – and the safeguarding context of both.
- The role and identity of the DSL & DDSL, and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of, internal safeguarding procedures and expectations (including Online Safety and Filtering and Monitoring) and where key documents and guidance can be accessed.
- Relevant online eLearning required for and appropriate to the ROLE.

13.4 DSL / DDSL Training

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

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

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

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

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

- 2023-24 e-learning Training and Staff Training Requirements
- 2023-24 SiET Facilitated Training Calendar and Staff Training Requirements

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

The DSL and Headteacher will oversee training (including Online Safety and Filtering and Monitoring) and provide a termly and annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained and in what, ensuring that training is 'refreshed' as required. The DSL will

ensure that there is an up-to-date record of staff training.

14. Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance. Further information regarding our approach and expectations can be found in our Physical Intervention Policy and is in line with the DfE 'Use of reasonable force in schools' guidance, along with further information contained in Part 2 of KCSiE, 2023. Staff will ensure that the school policy on physical intervention is followed. All incidents requiring such action will be logged with the Principal or appropriate senior manager, and parents informed on the same day. Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident and on the same day, unless in exceptional circumstances.

Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used, or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment. If required, we plan positive behaviour plans for individual students, agreeing them with parents/ carers, and training appropriate staff. Restorative approaches will be considered after each such incident and the student views on the incident sought. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process.

15. Safer Recruitment and Vetting

The school complies fully with Statutory Guidance KCSiE, 2023, 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts (including advising applicants that shortlisted candidates will be subject to online checks), application processes, shortlisting and related reference seeking and standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as outlined and required in KCSiE 2023. This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. All other required vetting as outlined in KCSiE 2023 will be completed. The school also ensures that for all other staff (e.g., contractors) who may have regular contact with children, who are not engaging in regulated activity, the appropriate level of DBS check is either carried out or confirmation of such checks are completed. An

accurate Single Central Record (SCR) is maintained in line with statutory guidance, The Principal and at least one other member of SLT complete appropriate Safer Recruitment training, which should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

All staff that are covered by the:

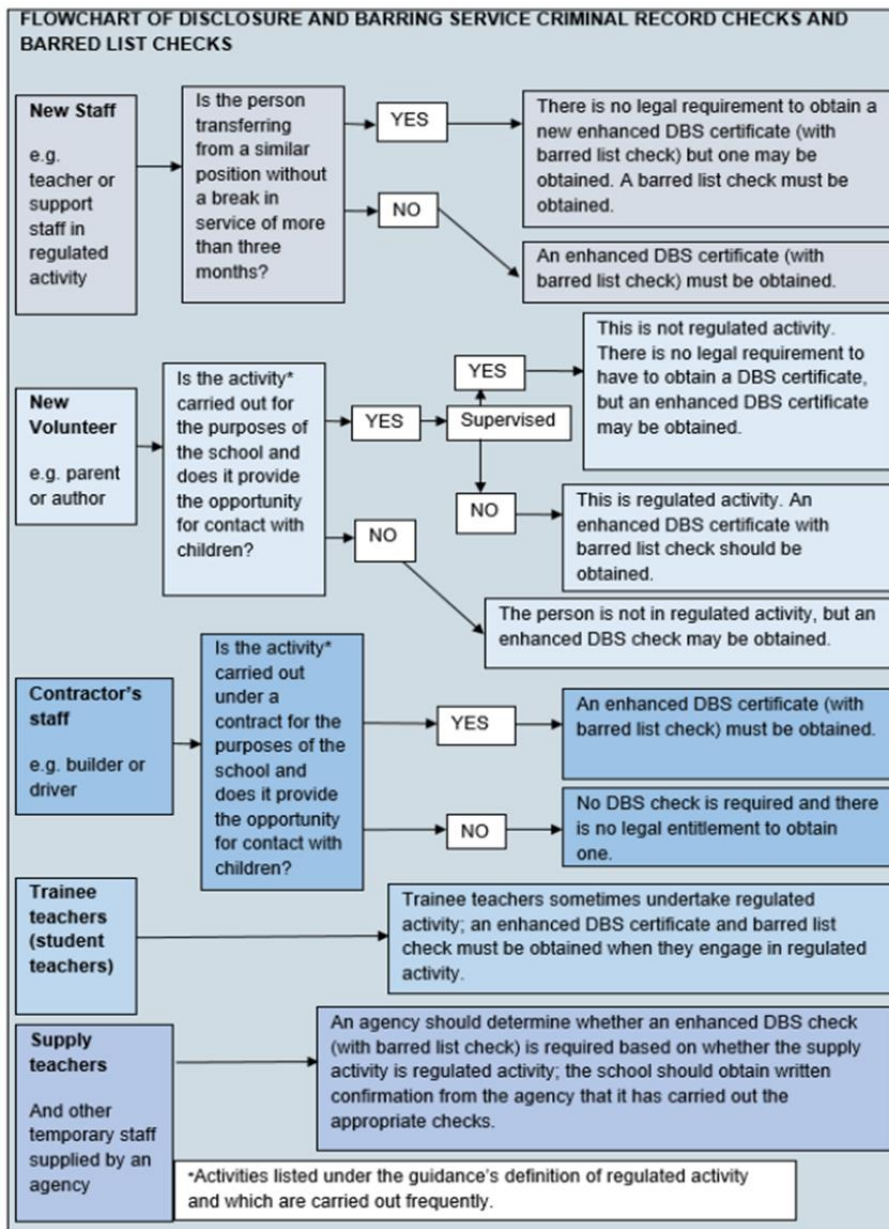
'Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' and are aware of their responsibilities to disclose any matters (e.g., convictions, cautions, court orders, reprimands, and warnings) that need to be considered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

If other organisations provide services or activities on our site, on our behalf, including agency supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and vetting procedures in place. Please also see Section 17.

Where a student is placed in an alternative provision provider, Falcons Learning will continue to be responsible for the safeguarding of that child. Appropriate checks will be undertaken, and assurance gained to ensure the provider meets the student's needs, including written confirmation that appropriate safeguarding checks have been done on employees.

Where work experience placements are organised, Falcons Learning will follow advice and guidance as identified in Part Three, KCSiE (2023).

See Sections 20 and 21 for further guidance on contractors, visitors etc.



KCSiE, 2023, P. 66

16. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing

16.1 Concerns that meet the 'Harm Threshold.'

KCSiE 2023, Paragraph 355, outlines the 'Harm Threshold' –

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

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

All staff have access to:

- KCSiE 2023 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors
- Staff Code of Conduct 2023-2024
- Whistleblowing Guidance 2023-2024
- Contact details for the CoG and LADO

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

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

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour exhibited by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher. If the allegation concerns the Principal, the referrer should contact LADO immediately. Following information sharing and a referral to the LADO, discussion will determine if the allegation / potential concern meets the Harm Threshold. Those involved will agree more action to be taken regarding the child and staff.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation. If a member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing and they feel the situation is urgent, they should raise concerns and press for reconsideration or discussion.

16.2 Low-level Concerns

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

Additional information regarding low-level concerns is contained within:

- Staff Code of Conduct 2023-2024
- Whistleblowing Guidance 2023-2024

- Low-level Concerns Policy 2023-2024

This includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them. Such concerns would include behaviour that is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work and that does not meet the harm threshold or is otherwise not serious enough to consider a LADO referral.

Examples of such behaviour could include (KCSiE, 2023 Paragraph 425), but are not limited to:

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

We have an open and transparent culture in which all concerns regarding staff or those working on behalf of the school are investigated promptly, fully, and proportionately. We will ensure that adults working in or on behalf of the school are clear about, and act within, appropriate professional boundaries in accordance with our ethos and values.

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

Low-level concerns may arise in several ways and from several sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or because of vetting checks. It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings. Low-level concerns should be shared confidentially in line with the Low-Level Concerns Policy.

If low-level concerns are reported to the DSL, the DSL should inform the Principal in a timely way, according to the nature of each particular concern. Additionally, the Principal may wish to consult with the DSL and take a more collaborative decision-making approach. The Principal is the ultimate decision maker in respect of the response to all low-level concerns and if deemed appropriate, will share concerns, and liaise with the LADO to clarify if the 'Harm Threshold' has been met or if the matter can be dealt with as a low-level concern.

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

Records will be kept confidential and will be held securely as per our Staff Disciplinary Policy, and retained, in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) plus other relevant policies and procedures. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following appropriate disciplinary procedures.

16.3 Safeguarding Culture and Whistleblowing

We are committed to maintaining a safeguarding culture that is characterised by openness, trust and transparency in which our values and expected behaviour, as set out in Staff Code of Conduct 2023-2024 are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately. At all times, the requirements of KCSiE 2023, Part Four, will be adhered to and all staff have access to this. All staff are made aware and regularly reminded that they are in a 'position of trust' and what the implications of that are and that any sexual 'relationship,' consensual or otherwise with students up to 18 would constitute a criminal offence. Any such behaviour with students 18 or over would be regarded as a serious disciplinary matter.

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

The leadership team takes all concerns or allegations received seriously and all staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. All members of staff are made aware of the Whistleblowing Guidance 2023-2024 and the obligation to report concerns and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies in relation to such matters. If staff do not feel able to raise concerns regarding child protection failures internally, they can access the NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff, a referral will be made as soon as possible following the resignation or removal of the individual in accordance with advice from LADO and/or HR support.

17. Use of Premises by other Organisations

Where services or activities are provided separately by another body using the school facilities/premises, the Principal will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused. We will refer to the guidance on *'Keeping children safe in out-of-school settings'* (DfE, April 2022) to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice, and communication.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the LADO.

18. Site Security – Health & Safety and Emergency Procedures

The following procedures are in place:

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

All staff are aware of their responsibilities for procedures for reporting H&S concerns and there is a clear system for staff and students to report and log H&S concerns. Local Authority generic H&S Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate.

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

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

corrected.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in critical incidents. See Critical Incidents Policy.

This includes:

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

Or

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

All staff members are responsible for being vigilant about buildings and ground security and reporting any concerns that arise. Appropriate checks will be undertaken in respect of visitors and volunteers coming into the school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Any person who is not known but is seen on the school site will be challenged to establish motive. Behaviour of any individual that potentially threatens security or leads others to feel unsafe will not be accepted. This will be treated as a grave concern and may result in a decision to refuse access.

19. Volunteers

We will ensure any volunteers, via their induction, are aware of school policies and expectations in respect of safeguarding, conduct and whistleblowing.

School will undertake a risk assessment informed by professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in KCSiE 2023, Part 3. If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers, the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements, to ensure that there are no situations where such volunteers are in unsupervised contact with children.

20. Contractors, Visitors, Supply and Agency Staff and ITT Trainees

We will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE 2023 (Part Three: iii).

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

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

Visitors to the school, including contractors and volunteers, are asked to sign in and are given an identity badge to confirm that they have permission to be on site. Furthermore, the identity of the contractors will be checked upon arrival. The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governor's, agency, and contracted staff in Regulated Activity are entered on it.

See Appendix 7 for suggested wording of Visitor Information.

21. Extended School and Offsite Provision and Educational / Residential Visits

Where extended school activities are provided and managed by the school, this Child Protection and Safeguarding Policy and procedures will apply.

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

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

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

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

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

22. Policy Review

This policy will be reviewed at least annually, and by exception as required – for example, updated in-line with safeguarding issues as they emerge and any national or local updates etc.

This Policy is available to staff via Microsoft Teams and in Hard copy in the school office. Parents/carers can obtain a copy of the Child Protection & Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the school website. The DSL and Principal will ensure regular, termly reporting on safeguarding activity and systems.

Appendix 1 – Categories of Abuse

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse: the persistent emotional maltreatment of a child such as causing severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression

- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy due to maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or irresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers Low Self Esteem
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low Self Esteem

Appendix 3 – Sources of support for children

Childline: 080011111

<https://www.nspcc.org.uk/keeping-children-safe/our-services/childline/>

Call the East Riding Children's Safeguarding Hub on 01482 395500 or the Out of Hours Team (01482) 393939

immediate danger, call the police on 999

Appendix 4 – Safeguarding children, information for visitors, supply staff and volunteers

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place. All people in the school community are expected to and have a responsibility to act on any concerns that they have about a child's wellbeing.

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

If CPOMS is not available, ensure that the full details are recorded via email or on paper and sent to the DSL/ DDSL. Include date, time, name, your name and a factual account of what was said or observed.

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

You might be concerned if:

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

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

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

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

Designated Safeguarding Lead is: Jon Badman

Deputy Designated Safeguarding Lead is: Jo Wash

Gemma Neale from Jan 2024

Appendix 5 – Ofsted definition of safeguarding

Inspecting safeguarding in early years, education and skills (September 2022)

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

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

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

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

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying

- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- sexual harassment, online sexual abuse and sexual violence between children and learners.
- online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
[\(https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-county-lines-exploitation\)](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-county-lines-exploitation)
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- teenage relationship abuse
- upskirting (taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or to humiliate or distress the individual. It is a criminal offence)
- substance misuse
- gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from

deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

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

Appendix 6 – Advice if there are concerns about the capacity of parent/ carer collecting children

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

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

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

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

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

- 1) The staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adults and reassess their ability to keep the child safe.

- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask them to be patient and calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

Appendix 7- Support organisations

NSPCC 'Report Abuse in Education' Helpline

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

National Organisations

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

Support for Staff

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

Support for pupils/students

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

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk

- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- [Advice now: www.advicenow.org.uk](http://www.advicenow.org.uk)

Support for Learning Disabilities

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

Contextual Safeguarding Network

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

Substance Misuse

- Talk to Frank: www.talktofrank.com

Domestic Abuse

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

Criminal and Sexual Exploitation

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

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_W

[eb.pdf](#)

- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

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

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

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>

- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk
- prevent@eastriding.gov.uk
- prevent@humberside.pnn.police.uk

Children with Family Members in Prison

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

END

Annex: Appointment of Deputy Dedicated Safeguarding Lead

Purpose:

This annex serves to outline the appointment and responsibilities of the Deputy Dedicated Safeguarding Lead (DDSL) within Falcons Learning Ltd, specifically assigning the role to the daughter of the proprietor, while also ensuring oversight by the Governor with a Portfolio for Safeguarding to mitigate any potential conflict of interest.

Rationale:

To ensure the continuity and effectiveness of safeguarding measures, and acknowledging the specific qualifications and commitment of the proprietor's daughter, the following adjustments are made to the existing safeguarding policy. Additionally, the involvement of the Governor with a Portfolio for Safeguarding ensures independent oversight and mitigates any potential conflicts of interest.

Scope:

This policy applies to the designated Deputy Dedicated Safeguarding Lead (DDSL) and outlines their specific responsibilities, required qualifications, and the process for their appointment. It also includes the role of the Governor with a Portfolio for Safeguarding.

Policy Details:

1. Appointment:

- The daughter of the proprietor, Georgia Spencer, is hereby appointed as the Deputy Dedicated Safeguarding Lead (DDSL).

- This appointment is made in recognition of Georgia's qualifications and commitment to the safeguarding and welfare of children.

2. Qualifications:

Georgia] holds the necessary qualifications and experience in safeguarding and child protection, including [specific qualifications and experience details].

Georgia will undergo regular and appropriate safeguarding training as required by the school and in line with local ERSCP protocols.

3. Responsibilities:

- Assist the Designated Safeguarding Lead (DSL) in all aspects of safeguarding and child protection.
- Act as the primary contact in the absence of the DSL.

- Support and oversee staff training on safeguarding issues and ensure that all staff are aware of and understand the school's safeguarding policies and procedures.
- Manage and maintain child protection records, ensuring they are kept confidential and secure.
- Coordinate with external agencies and professionals in relation to safeguarding matters.
- Provide support and guidance to staff on safeguarding issues.
- Ensure that safeguarding and child protection concerns are appropriately logged and followed up.
- Participate in strategy discussions and inter-agency meetings, contributing to the assessment and planning of support for children at risk.

4. Reporting and Accountability:

- The DDSL will report directly to the DSL and the Principal.
- Regular updates on safeguarding issues and cases will be provided to the DSL.
- The DDSL will be subject to the same safeguarding policies and procedures as other staff members, including those regarding conduct and confidentiality.
- To mitigate any potential conflict of interest, the Governor with a Portfolio for Safeguarding, Lee Smith, will be an additional point of contact and oversight. This governor will:
 - Regularly review the safeguarding records and processes to ensure impartiality.
 - Be available for staff to report any concerns related to the DDSL or any conflict of interest.
 - Provide an independent oversight of the safeguarding processes involving the DDSL.

5. Training and Development:

- The DDSL will receive ongoing training to stay updated with the latest safeguarding practices and legislative changes.
- Participation in local and national safeguarding forums and training sessions will be encouraged to ensure continuous professional development.

6. Review:

- This annex and the role of the DDSL will be reviewed annually or sooner if required, to ensure compliance with safeguarding regulations and the effective functioning of the safeguarding team.
- Any updates or changes to this annex will be documented and communicated to all relevant parties.

Implementation:

This annex will be implemented with immediate effect. All staff will be informed of the appointment and the specific role and responsibilities of the DDSL, as well as the oversight role of the Governor with a Portfolio for Safeguarding.

Approval:

This policy annex has been approved by the Principal and the Board of Directors of Falcons Learning Ltd.

Signed:

Principal: _____

Date: _____

DSL: _____

Date: _____

Proprietor: _____

Date: _____

Georgia Spencer, DDSL: _____

Date: _____

Governor with a Portfolio for Safeguarding: _____

Date: _____

By integrating this annex into the existing safeguarding policy, Falcons Learning Ltd reaffirms its commitment to maintaining a safe and secure environment for all students and staff, with added oversight to ensure impartiality and integrity in safeguarding practices.