



The  
**Maltby** Learning Trust

# MLT Child Protection and Safeguarding Policy

Date Last Reviewed: November 2017  
Reviewed by: Executive Principal (Primary)  
Approved by: MLT Board  
Next Review Due: November 2018

## 1 INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our pupils' welfare is our paramount concern. The Trust Board and Local Governing Bodies will ensure that our academies will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our academies have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Our Trust is a community and all those directly connected, including staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

## 2 PURPOSE & AIMS

The purpose of the Maltby Learning Trust's safeguarding policy is to ensure every child who is a registered pupil at one of our Academies are safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children in our Academies.

Our Academies fully recognise the contribution they can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our academies. The elements of our policy are prevention, protection and support.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors. The policy should be read in conjunction with the following policies:

- Child Sexual Exploitation, Exposure to Digital Media and Youth Produced Sexual imagery Policy
- Honour Based Abuse Policy (including honour based violence/killing/forced marriage//female genital mutilation/breast ironing)
- Anti-Bullying Policy
- Anti-Radicalisation Policy

## 3 SCOPE

- In line with the law, this policy defines a child as anyone under the age of 18 years.

- This policy applies to all members of staff in our academies, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## 4 THE LEGAL FRAMEWORK

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained Schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

This policy and the accompanying procedure have been developed in accordance the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*
- *Rotherham Safeguarding Children Board Procedures - [http://rotherhamscb.proceduresonline.com/pdfs/policy\\_briefing\\_No-206.pdf](http://rotherhamscb.proceduresonline.com/pdfs/policy_briefing_No-206.pdf)*
- *Guidance for Safer Working Practices for Adults who work with Children and Young People*
- *What to do if you think a child is being abused: advice for practitioners, DfE 2015*

## 5 WHAT IS ABUSE?

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
- Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation and Preventing Radicalisation is contained in Part One of 'Keeping Children Safe in Education 2016' along with information about the indicators of abuse contained in Chapter 8.3 of the Rotherham Safeguarding Children Board Procedures – [www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding) . The Maltby Learning Trust also has separate (but related) policies which cover these issues – these are available through the Trust's website.

## 6 DEFINITIONS, SIGNS AND INDICATORS:

Each category of abuse has its own specific warning indicators, which staff are alerted to. Working Together to Safeguard Children (2015) statutory guidance sets out full descriptions.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

### CHILDREN AT INCREASED RISK OF ABUSE

Some groups of children are at increased risk of abuse either through emotional difficulties, communication difficulties or family circumstances. Academies within the Maltby Learning Trust are particularly aware of these groups and specifically careful in ensuring they are safeguarded.

#### **Children with Special Educational Needs and Disabilities (SEND)**

Our Academies understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.
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Where there are any concerns raised about the safety and welfare of a child with SEND in our Academies, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

## Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

The Academies in the Trust have procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

More information on children missing education is contained in both Part One and Annex A of Keeping Children Safe in Education 2016 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

### Additional safeguarding issues

- Additional guidance on other safeguarding issues such as Children Missing from Home or Care, Substance Misuse, Domestic Abuse, Private Fostering, Trafficking and Mental Health is contained in Part One of 'Keeping Children Safe in Education 2016' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures:  
[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

### Looked After Children (LAC)

Our Academies have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. We have a separate LAC policy which can be found on the Academy and Trust websites.

## UNDERSTANDING AND IDENTIFYING ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. There are a number of warning indicators which might suggest that a child may be being abused or neglected.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

## UNDERSTANDING AND IDENTIFYING PHYSICAL ABUSE

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - o bruises or cuts;
  - o burns or scalds; or
  - o bite marks.

## UNDERSTANDING AND IDENTIFYING EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

## SEXUAL ABUSE AND EXPLOITATION

Sexual abuse is any sexual activity with a child. Staff should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Child sexual exploitation**

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and



- Children who regularly miss school or education or don't take part in education.

From 'What to do if you think a child is being abused 2015' DfE 2015

## EARLY HELP AND SUPPORT FOR CHILDREN IN NEED

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

## 7 OUR ETHOS

The child's welfare is of paramount importance. Our Academies will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our Academies will be able to talk freely to any member of staff if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our Academies play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our PHSE curriculum covers a wider range of elements of staying safe and links are made through different areas to how to stay safe in different situations. In addition, we utilise outside experts to increase our children's understanding of the types of abuse (Childline), Child Sexual Exploitation (Barnardos), risky situations (Crucial Crew) and E-safety (Tim Pinto Consultancy). In addition, all teachers and other staff members are alert to using opportunities to challenge children's preconceptions and assumptions about what is and isn't safe whenever they arise in order to reinforce their understanding and raise awareness. Pastoral support is always available to support and guide young people in their choices.



At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

## 8 ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our Academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at each Academy. This includes the responsibility to provide a safe environment in which children can learn. However, specific key people within each academy have defined areas of responsibility to ensure that children's wellbeing is safeguarded.

## 9 LOCAL GOVERNING BODY

The **local governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in each academy's day-to-day practice.

The Local Governing Body of each Academy, together with the Maltby Learning Trust Board, is accountable for ensuring the effectiveness of this policy and the Academy's compliance with it. Although our Governing Bodies takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the academy.

The Maltby Learning Trust Board and Local Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is available publicly via our school websites and has been written in line with Local Authority guidance and the requirements of the Rotherham Local Safeguarding Children Board policies and procedures;
- Each Academy contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- Each Academy has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism (See separate Anti-Radicalisation policy);
- Each Academy has due regard to the new mandatory reporting duty, commencing in October 2015, of the Female Genital Mutilation Act 2003 which will place a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years (See separate Honour Based Violence Policy);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping children safe in Education' and the staff code of conduct;
- Staff are given access to 'What to do if you think a child is being abused?';
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2016);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The local governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

In addition, each Academy has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the Principal and to provide information and reports to the local governing body.

## 10 THE ACADEMY PRINCIPAL

The **Principal** will ensure that the policies and procedures adopted by the Trust are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

Within Maltby Learning Trust Academies, the Principal is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL) or acting in this role themselves;
- Identifying an alternate member(s) of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Trust Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

## 11 THE DESIGNATED SAFEGUARDING LEAD

The Academy's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead (DSL)**. In addition, we have two deputy DSLs to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix 1.

The DSL will be on the Academy's leadership team, and within the MLT Primary Academies, is usually the Principal; their role of DSL will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Section B of '*Keeping Children Safe in Education*'. The DSL will provide advice and support to other staff on child welfare and child protection matters.

The DSL within Maltby Learning Trust Academies will represent, or ensure an appropriate Deputy DSL, our Academies at child protection conferences and ensure an appropriate case worker attends core group meetings. Through appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary, and make referrals (see appendix 4) of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely. These will be sampled periodically by Executive leaders.

The DSL is responsible for ensuring that all staff members, visitors (see appendix 3) and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Rotherham Safeguarding Children's Board. A training pack can be obtained by contacting [sherran.finney@rotherham.gov.uk](mailto:sherran.finney@rotherham.gov.uk)

## 12 TRAINING & INDUCTION

**MLT Training** – The MLT undertakes to ensure that all staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

When new staff, volunteers or regular visitors join our academies they will be informed of the safeguarding arrangements in place. They will be given a copy of our Academies' Safeguarding Policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our

school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' (2016) and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Rotherham Local Safeguarding Children Board advice.

All regular visitors and volunteers to our academies will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See example at Appendix 2).

The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham Local Safeguarding Children's Board at least once every two years.

Our local governing bodies will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our academies. Training for Governors to support them in their safeguarding role is available from Governor Development Service

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham Local Safeguarding Children Board at [www.rotherham.gov.uk/safeguarding](http://www.rotherham.gov.uk/safeguarding) The DSL will also provide regular safeguarding updates for staff.

## 13 PROCEDURES FOR MANAGING CONCERNS

The Maltby Learning Trust adheres to child protection procedures that have been agreed locally through the Rotherham Local Safeguarding Children's Board.

Every member of staff including volunteers working with children at our academies are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academies. Any member of staff or visitor to the Academies who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in the academy or the CPOMS system. All staff members have a login and reporting access to the CPOMS system or are briefed on how to report concerns using the formats on prominently displayed boards.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'*

If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Principal. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal, Executive Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Safeguarding Children's Unit directly with their concerns.

If staff members have concerns about another staff member then this should be referred to the Principal. Where there are concerns about the Principal this should be referred to the Chair of Governors, Chief Executive or Trust Board.

## 14 RECORDS AND INFORMATION SHARING

Academies within the Maltby Learning Trust maintain detailed and effective child protection records either using the digital CPOMS system or through paper-based files.

Whichever system is used to record concerns, if staff are concerned about the welfare or safety of any child at our Academies they will record their concern quickly and with as great a degree of accuracy as possible.

### **Academies Maintaining Paper-Based Records**

If staff are concerned about the welfare or safety of any child at one of our Academies they will record their concern on the agreed reporting form (see appendix 2). They should ensure that the form is signed and dated. Any concerns should be passed to the Academy's DSL without delay.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

### **Academies Maintaining the CPOMS System**

Concerns in these schools should be recorded through the CPOMS system. This will automatically log your name and the time and date of referral. All staff in MLT schools have access to CPOMS on their desktop and referrals should be made as soon as possible after a concern has been raised to maintain the record's validity. Only the DSL and DDSL have merilock keys to enable them to access full safeguarding records kept digitally within the CPOMS system – these records are only accessed in closed offices and screen lock is used when necessary to maintain confidentiality.

Child protection information will only be kept on the CPOMS system and in no other place. In CPOMS schools records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored in paper form or scanned digitally and added to CPOMS – under usual circumstances originals should be kept. Paper records from before the CPOMS system was instigated will be kept until a child leaves the school when they will be passed on alongside the digital records following the procedure laid out below.

### **Transferring Records**

When a child leaves our Academies, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. If records are maintained through CPOMS this will be either transferred electronically (if the receiving school has CPOMS) or printed and transferred manually as described. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

## 15 WORKING WITH PARENTS & CARERS

The Maltby Learning Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our Academies, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Academy's website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

Any MLT staff dealing with a safeguarding report will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns an Academy has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, each Academy requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

Each Academy will retain this information on the pupil file. Academies will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the academy has been supplied with the adult's full details in writing.

## 16 CHILD PROTECTION CONFERENCES

Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the Academy in respect of individual children. Usually the person representing the Academy at these meetings will be the Principal or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.



All reports for child protection conferences will be prepared in advance using the guidance and preferably, the template provided. This can be obtained by contacting [Sherran.finney@rotherham.gov.uk](mailto:Sherran.finney@rotherham.gov.uk). The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in the Academy.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## 17 SAFER RECRUITMENT

We will ensure that the Principal and at least one member of the Local Governing Body of each MLT Academy has completed appropriate safer recruitment training – it is preferable to have at least two key leaders in each Academy with current Safer Recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016). Safer Recruitment training will be renewed every three years.

In Maltby Learning Trust Academies, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview – no decision on an appointment will be made without the provision of all references. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. This record will be checked monthly by the Principal and Chair of Local Governing Body to ensure it is current and updated. The Single Central Register will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Records of safeguarding training

## 18 SAFER WORKING PRACTICE

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff will be provided with a copy of our Trust's Code of Conduct at induction. They will be expected to know our Trust's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed training will be kept by the Principal – unless a child is in imminent danger of harming themselves or another, they should not be restrained unless by a staff member with the appropriate training.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in the Academy, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document 'Safer working practices for adults who work with children and young people' (DfE 2009). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## 19 MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at all our Academies. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our schools are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01709 823914 or via MASH on 01709 336080.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately – this will then be discussed with the Chief Executive. Should an allegation be made against the Principal, this will be reported to the Chief Executive. In the event that the Principal or Chief

Executive is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Executive Principal (Primary).

The Principal or Chief Executive will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or CEO should contact the LADO directly on 01709 823914 or via MASH on 01709 336080.

Each Academy, and therefore the Trust has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at one of our schools, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

## 20 RELEVANT POLICIES

To underpin the values and ethos of our Trust and our intent to ensure that pupils at our academies are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Child Sexual Exploitation, Exposure to Digital Media and Youth Produced Sexual Imagery Policy
- Honour Based Abuse Policy (incorporating honour based violence/killing/forced marriage/female genital mutilation /breast ironing)
- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Positive behaviour Policy
- Positive Handling Policy
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Equality Policy
- Meeting the needs of pupils with medical conditions
- Administration of Medicine
- Intimate Care
- First aid
- Educational visits including overnight stays

## Appendix 1: Responsible Staff/Governors

Name	Role/Contact Details	Photograph
Mr D Horrigan (Executive Principal)	Designated Safeguarding Lead	
Mrs L Langton (Pastoral Leader)	Deputy Safeguarding Lead	
Mr R Pease Vice-Principal	Deputy Safeguarding Lead	
Mrs D Bonewell	Governor with Specific responsibility for safeguarding	

## Appendix 2 - Draft Recording Forms for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF DSL] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

<b>Nature of concern/disclosure</b>	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:

Your signature:
Date:

□

Action taken by DSL

Referred to...?

EWO

Police

School Nurse

MASH

Young Peoples' Parents  
Service

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Child

Person who recorded disclosure

Further Action Agreed:

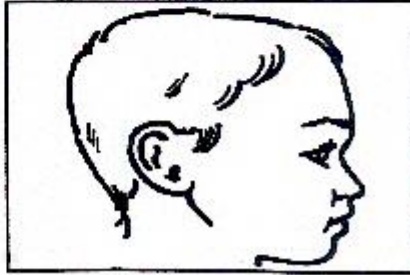
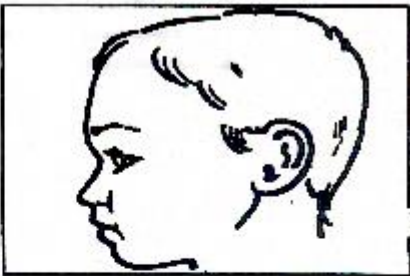
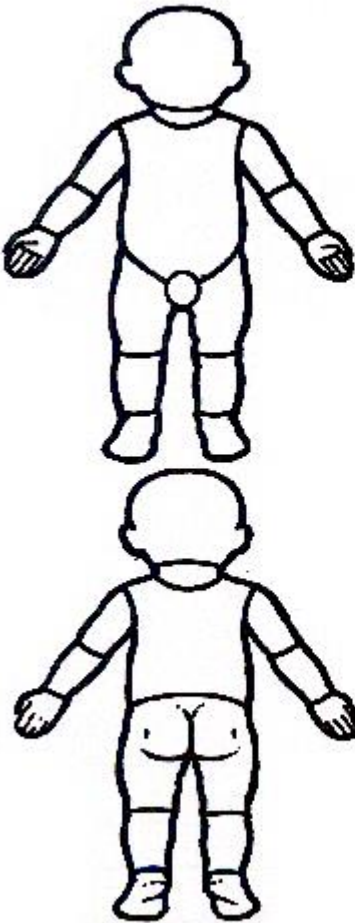
*(School to instigate a Family CAF, assessment by Children's Services etc.)*

Full name:

DSL Signature:

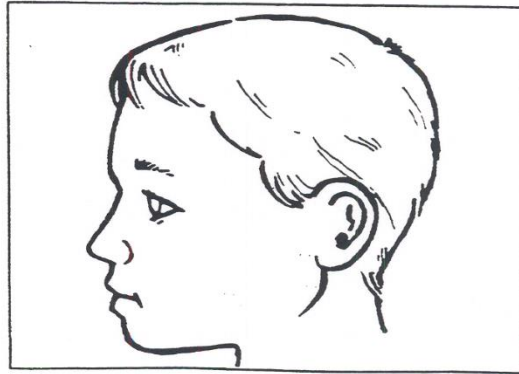
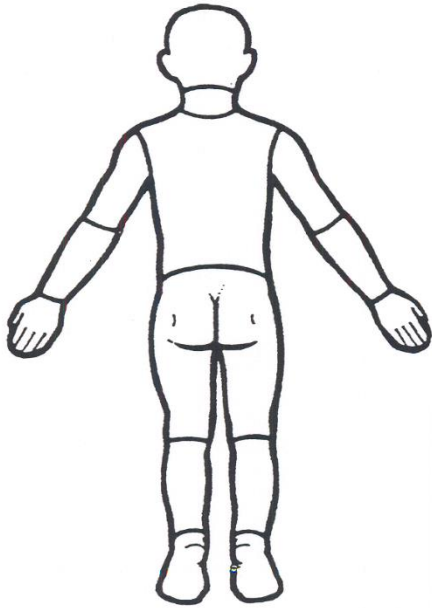
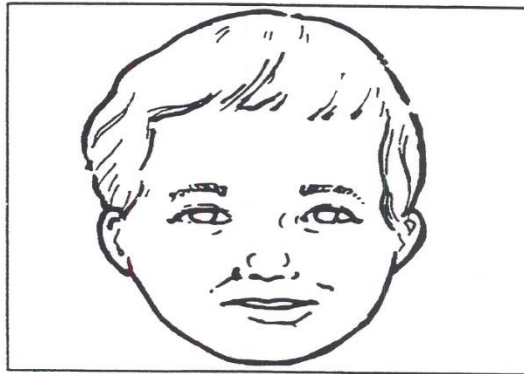
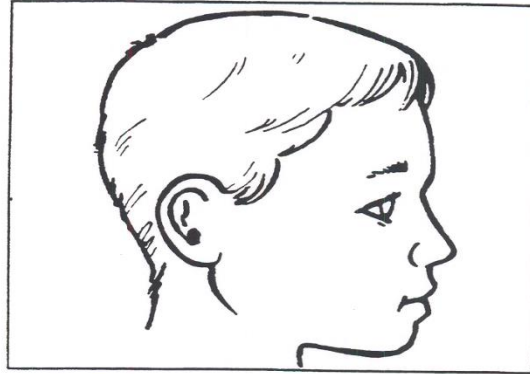
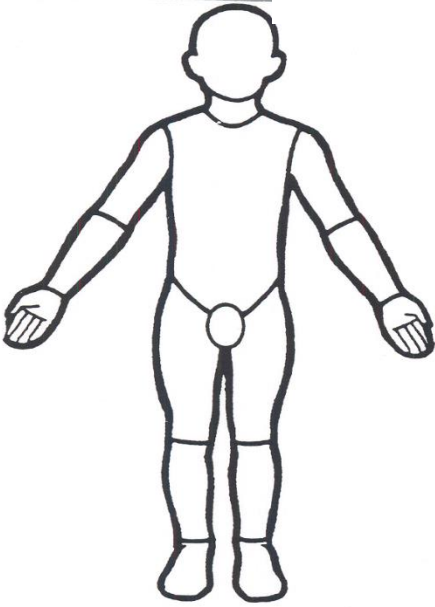
Date

Young Child





Older Child



### **Appendix 3: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from ..... Please ensure you complete all sections as described.**

**If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the CEO. Alternatively, you can contact the Local Authority Designated Officer on **01709 823914**

The people you should talk to in school are:

Designated Safeguarding Lead: Mr David Horrigan  
Location of office: MLHA  
Contact Number: 01709 812148

Deputy : Designated Safeguarding Lead: Mrs Lisa Langton  
Location of office: MLHA  
Contact Number: 01709 812148

Chair of Governing Body: Mrs Debbie Bonewell  
Contact Number: 01709 812148

**At Maltby Lilly Hall Academy we strive to safeguard and promote the welfare of all of our children.**

## Appendix 4: When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have arisen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**;
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**;
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**;
- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**;
- A child is at risk of being subjected to illegal procedures, for example:
  - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**;

- [Safeguarding Children and Young People from Forced Marriage Procedure](#);
- [Safeguarding Children and Young People from Honour Based Violence Procedure](#);
- There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through [Domestic Abuse](#);
- A child is at risk of being harmed because of concerns about their parents' mental health see - [Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure](#);
- Either an adult or a child makes allegations of non-recent abuse, for more information see - [Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure](#).

For information about thresholds, see [Multi-Agency Threshold Descriptors](#).

**Please note this list is not exhaustive.**

**Useful Contact numbers and e-mail addresses/websites:**

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101  
In an emergency ring 999

Rotherham Safeguarding Children's Unit (LADO/Duty Advice):

- 01709 823914

Education Safeguarding Officer – Sherran Finney

- 01709 822690 or by e-mail on [Sherran.finney@rotherham.gov.uk](mailto:Sherran.finney@rotherham.gov.uk)

Rotherham LSCB

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

**National Helplines/Websites:**

NSPCC Confidential helpline – 0808 800 5000

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline – 0800 1111