

Child Protection and Safeguarding Policy

This policy must be read in conjunction with the Mossbourne Federation Code of Conduct for Teaching and Support Staff.

The electronic version of this document is the only version that is maintained. Any printed versions should therefore be viewed as 'uncontrolled' and as such may not necessarily contain the latest updates and amendments.

With grateful thanks to the Hackney Learning Trust Safeguarding in Education Team for allowing their policy to help inform this one.

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Written by	Matthew Toothe	Board of Trustees	
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1. Introduction

Everyone in the Mossbourne Federation who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Mossbourne Federation staff form part of the wider safeguarding system for children. The Mossbourne Federation will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

This policy applies to all adults, including volunteers, working in or on behalf of the Mossbourne Federation and provides information about the actions the Federation expects from all staff members. It will be updated annually and known to everyone working in the Federation and the governing bodies. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; Keeping Children Safe in Education (2016), Working Together to Safeguard Children (2015) and London Child Protection Procedures (5th Edition).

2. The Mossbourne Federation's Commitment to Safeguarding

The Mossbourne Federation is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Children includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable children to have the best outcomes.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

As schools we recognise that:

- some children may be especially vulnerable to abuse including those missing education or with a disability;
- children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- children can be both victims and perpetrators of abuse;
- children who harm others may have been maltreated themselves;
- allegations can be made against staff, however careful and safe our recruitment practices.

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Everyone working in the Mossbourne Federation shares an objective to help keep children and young people safe by:

- providing a safe environment for children and young people to learn and develop in our academies;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our academies;
- maintaining a culture of vigilance and an attitude of 'It could happen here'.

3. Our Approach to Safeguarding Children

3.1 Information about Safeguarding for Pupils

Through personal, social, health and economic (PSHE) education lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out, with staff, how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner.

All pupils know there are Designated Safeguarding Leads (DSLs) in their academy responsible for their safety and welfare. They know who they are and that they have a right to speak to these members of staff. There is a display in each academy identifying the DSLs and pupils are made aware of this. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. Pupils will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

3.2 Partnership with Parents

Federation schools share a purpose with parents and carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' 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 protect a child.

Federation schools will, in most circumstances, endeavour to discuss all concerns with parents and carers about their children. However, there may be exceptional circumstances when the schools will discuss concerns with social care and/or the police without parental knowledge (in accordance with the London Child Protection Procedures). Federation schools will aim to maintain a positive relationship with all parents and carers. The Mossbourne Federation's Child Protection and Safeguarding Policy is available on request and via each Academy's website.

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3.3 Partnerships with Others

The Mossbourne Federation recognises that it is essential to establish positive and effective working relationships with relevant external agencies including social care and the police. There is a joint responsibility on all relevant agencies to share information to ensure the safeguarding of all children.

3.4 Identifying children who may have been significantly harmed

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff must read and follow the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2016) – Part One: Safeguarding information for all staff' (Appendix 1). It is not the responsibility of the 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 maintain an open mind. All staff should be aware of the signs of abuse and neglect.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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, another child, children or young people. There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social

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interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

3.5 Taking action to ensure that children are safe at school and home

All concerns regarding the welfare of pupils must be recorded using the 'Mossbourne Federation Initial Concern Referral Record' (Appendix 2) and passed to a DSL prior to any discussion with parents.

3.5.1 What all staff must report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm;
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;

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- Any hint or disclosure of abuse about or by a child / young person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (Private Fostering).

3.5.2 Managing disclosures

Disclosures or information that a child has been harmed may be received from pupils, parents or other members of the public. Federation schools recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. All staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- not promise secrecy;
- clarify the information without asking leading or probing questions;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- try not to express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the child or young person that they have a responsibility to refer the information to a DSL;
- reassure and support the child or young person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the child will be involved as appropriate.
- after the disclosure, make a written record of what the child has said using the Mossbourne Federation Initial Concern Referral Record (Appendix 2) and pass it to a DSL;

3.5.3 Actions by a DSL

Following any information raising concern a DSL will:

- confirm receipt of the Mossbourne Federation Initial Concern Referral Record;
- consider the child's wishes and feelings, but not promise confidentiality;
- consider any urgent medical needs of the child;
- make an immediate referral to social care if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- consult with social care if they are uncertain whether or not a referral is required;
- decide if further monitoring is necessary and agree how this will be undertaken;
- decide if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral or pass information to other services;
- where the DSL is different from the Designated Senior Person (DSP), keep them informed of the concern and its outcome;

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All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's 'Child Protection File'.

3.5.4 Actions following a child protection referral to social care

A DSL will:

- maintain contact with the relevant agency/s and assigned person/s;
- contribute to any Strategy Discussion and Strategy Meeting that takes place;
- provide a report for and/or attend and contribute to any 'Initial' and/or 'Review Child Protection Conference';
- provide a report for and/or attend and contribute to any Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meetings for any child subject to a Child in Need Plan;
- where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

3.5.5 Dealing with disagreements and escalation of concerns

Effective 'working together' depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child.

Disagreements can arise in a number of areas, but are most likely to arise around: levels of need; roles and responsibilities; the need for action; progressing plans; and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals.

A DSL will:

- Contact the line manager in Children's Social Care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- Contact the line manager in Children's Social Care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- Use the relevant social care escalation Policy if this does not resolve the concern.

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4. Providing a safe and supportive environment

4.1 Safer Recruitment and Selection

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2016) – Part Three: Safer Recruitment'. We ensure that all appropriate measures are applied in relation to everyone who works in a Mossbourne Academy and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS) and additional checks for individuals who have lived or worked outside the UK. Each academy within the Mossbourne Federation keeps an up to date Single Central Record.

4.2 Safe Practice

The Mossbourne Federation adopts safe working practices for the protection of students and staff. These are detailed in the Mossbourne Federation Code of Conduct for Teaching and Support Staff that all staff must read, understand and agree to comply with.

4.3 Training and Staff Induction

The Mossbourne Federation's DSLs and Governors with designated responsibility for safeguarding have undertaken the child protection training for Designated Safeguarding Leads. They will undertake the refresher training for Designated Safeguarding Leads at two yearly intervals.

All other federation staff, including non-teaching staff, will undertake appropriate safeguarding/child protection training at induction to enable them to carry out their responsibilities for safeguarding effectively. Staff members will receive regular safeguarding and child protection updates as required but at least annually. A register of who has undertaken training and when (undertaken) is maintained.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the Mossbourne Federation's Child Protection and Safeguarding Policy and informed of the safeguarding arrangements for the academy in which they are working, on induction.

4.4 Visiting Speakers' Procedure

Under the Prevent Duty schools are expected to have clear guidance on the management of visiting speakers.

"Specified authorities will need to...[have] robust safeguarding policies in place to identify children at risk...These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. (Prevent Duty Guidance in England and Wales HM Government July 2015)

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Each academy operates its own 'Visiting Speakers Procedure' which staff must refer and adhere to. The Mossbourne Federation's approach to equality is based on seven key principles (Appendix 3).

4.5 Support, advice and guidance for staff

All staff are aware that should they need advice or guidance in relation to a safeguarding or child protection matter they must speak with a DSL. If staff need personal support following a child protection or safeguarding matter DSLs will be able to assist or know how to signpost staff appropriately.

DSLs are aware that should they need support they can receive this from a fellow DSL or the Designated Senior Person (DSP) at either their academy or another Mossbourne academy. DSPs are aware that should they need support they can receive this from the Chair of the Mossbourne Federation Safeguarding and Child Protection Committee or the Principal of their Academy. If they are the Principal of their academy they can also seek support from the Mossbourne Federation CEO.

5. Confidentiality and Child Protection Files

The Mossbourne Federation operates with regard to 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'. All DSLs must read and understand this guidance. Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

DSLs will ensure:

- information is shared where a child is or may be at risk of significant harm;
- pupils' and/or parents' confidentiality is respected;
- that any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

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

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- name and contact details of GP;
- any other factors which may impact on the safety and welfare of the child.

All child protection documentation is collated and securely stored by DSLs in a 'Child Protection' file, separate from the child's main school file, only accessible to the DSLs of that academy, the Principal of that academy and the CEO. DSLs maintain a 'Safeguarding Register' that identifies which pupils have

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child protection files. These records will be transferred to any school the pupil moves to, clearly marked for the attention of the DSL. Electronic notes will be archived. If Mossbourne Community Academy or Mossbourne Victoria Park Academy are the last school that a child attends then they will adhere to current guidance from the Data Commissioner regarding safe retention and destruction of the child protection file. We will seek advice from our lawyers in respect of forwarding child protection files abroad.

6. Roles and Responsibilities

6.1 Governing Bodies

Governing bodies will ensure that:

- each academy has a child protection and safeguarding policy and procedures in place that are in accordance with statutory guidance;
- the policy is made available to parents on request and via our website;
- each academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- a senior member of the school's leadership team at each academy is designated to take lead responsibility for safeguarding;
- there is a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the CEO;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- policies and procedures for child protection and safeguarding are reviewed annually.

6.2 Principals

Principals will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the DSP and DSLs to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings e.g. Child Protection Conferences and Core Group meetings;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the Whistle Blowing Policy;

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- all pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they have completed Safer Recruitment training;
- the procedure for managing allegations against staff is known to staff;
- they operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- that anyone who has harmed or may pose a risk to a child is referred to the DBS;
- a senior manager is appointed to deal with allegations against staff in their absence.

6.3 DSPs and DSLs

DSLs will:

- recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children's Social Care;
- have knowledge of relevant escalation policies, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- refer cases of suspected abuse or allegations to Children's Social Care and maintain a record of all referrals;
- act as a source of support, advice and expertise within each academy;
- keep detailed, accurate and secure written records;
- obtain access to resources and attend any relevant or refresher training courses every two years.
- where a child leaves the establishment, ensure the child protection file is transferred to the new institution in a timely manner and separately from the main pupil file, as well as ensure any relevant external agencies working with the child are informed.

In addition, DSPs will:

- liaise with the Principal (and where appropriate the CEO) to inform them of any issues and ongoing investigations and ensure in their absence there is always cover for the role;
- ensure that all staff have access to and understand the Mossbourne Federation's Child Protection and Safeguarding policy;
- ensure that all staff have induction training;
- liaise with the Chair of the Federation Child Protection and Safeguarding Committee to ensure the child protection and safeguarding policy is updated and reviewed annually and the Governing Body has been consulted on this;
- consult with the Chair of the Federation Child Protection and Safeguarding Committee prior to making any significant changes to their academy's child protection and safeguarding procedures;
- ensure parents are made aware of the child protection and safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;

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6.4 All staff and volunteers

All staff and volunteers must:

- fully comply with the Mossbourne Federation Child Protection and Safeguarding Policy and all safeguarding procedures;
- attend appropriate training;
- always complete the Mossbourne Federation Initial Concern Referral Record to inform a DSL of any child protection or safeguarding concern about a child.

7. Allegations regarding person(s) working in or on behalf of the Mossbourne Federation (including volunteers)

The Mossbourne Federation pays full regard to the statutory guidance for schools and colleges 'Keeping Children Safe in Education (2016) – Part Four: Allegations of abuse made against teachers and other staff'.

The same principles as in the rest of this document will apply. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All staff will maintain a culture of vigilance based on the notion that 'it could happen here'.

Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the Mossbourne Federation Code of Conduct for Teaching and Support Staff. Staff will be encouraged to use the Whistle Blowing Policy for their academy if they have concerns regarding the conduct or behaviour of a colleague and they feel that the matter has not been addressed appropriately by the school.

All staff must inform the Principal immediately if they believe another adult working in a federation school has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Inappropriate behaviour by staff/volunteers could take but is not limited to the following forms:

- Physical - for example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional -for example intimidation, belittling, scapegoating, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

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- Sexual - for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect -for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal of the relevant academy should be informed immediately or in the Principal's absence the member of staff deputising for them. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation themselves or interview pupils.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- if the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team. The LADO will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
- if it is not clear whether the actions of the member of staff raise child protection concerns, the Principal must immediately seek advice from the Local Authority Designated Officer
- if the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- if the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
- After any allegations of abuse have been made the Principal should be aware that there are a range of specified outcomes: substantiated; malicious; false; unsubstantiated; unfounded.

Where an allegation has been made against a Principal, then the CEO takes on the role of liaising with the LADO team in determining the appropriate way forward. Where an allegation has been made against the CEO then the Chair of the Central Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures refer to the City and Hackney Safeguarding Children's Board.

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8. Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour.

8.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical bullying.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents are informed of what to do about bullying should they become aware of it. The subject of bullying is addressed at regular intervals. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSP will consider implementing safeguarding procedures.

8.2 Online Safety

The Mossbourne Federation recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures regardless of whether it takes place on an academy site. 'E-safety' is covered both as part of PSHE and in other parts of the curriculum.

Mobile phones, chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are **not allowed to access in any federation school**. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

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The Mossbourne Federation is doing what it reasonably can to limit our pupils' exposure to online risks through the schools' IT systems. We have appropriate filters and monitoring systems in place to prevent children being exposed to illegal, inappropriate or harmful materials or being subjected to harmful online interaction with other users.

8.3 Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we:

- seek their consent (where appropriate) for photographs to be taken or published;
- seek parental consent;
- ensure pupils are appropriately dressed;
- only use school equipment to store images of children;

8.4 Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. We will refer all cases of concern to the Education Attendance Service (EAS) and Children's Social Care.

Where parents or carers inform an academy that they wish to 'home educate' their child, the relevant academy will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Learning Trust (HLT) is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

8.5 Children who harm others

The Mossbourne Federation recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. We recognise that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

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We will be mindful of the sections in the London Child Protection Procedures concerning 'Harming Others' and 'Sexually Active Children' and work closely with social care, the police and other agencies following a referral.

8.6 Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If a federation school becomes concerned that a child is being sexually exploited we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

8.7 Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

If a federation school becomes concerned we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB. In addition, where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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8.8 Preventing Radicalisation and Extremism

The Mossbourne Federation will fulfil the Prevent duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

There are three specific objectives to the Government Prevent strategy:

- Respond to the ideological challenge of terrorism and the threat the UK faces from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Mossbourne staff should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. Each academy also has a robust 'Visiting Speakers' procedures.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, federation schools will provide a safe space in which children, young people and staff can understand

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the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

If a federation school is concerned about a pupil we will follow the procedures set out in this document, make reference to the guidance provided by CHSCB, and where appropriate make a referral to the Channel programme.

8.9 Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by a federation school, the Mossbourne Federation's Child Protection and Safeguarding Policy and procedures apply. If other organisations provide services or activities on a federation school site without our staff present we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with each academy's Risk Assessment protocol.

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Appendix 1 Keeping children safe in education: Statutory guidance for schools and colleges September 2016

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Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. All school and college staff should be prepared to identify children who may benefit from early help.³ 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

³ Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#)

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10. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.⁶

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers (NQTs)); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁵ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

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16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice: [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children 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 best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁶ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#)

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course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs you to your local children's social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.

24. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

25. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

27. If a teacher⁷, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. See Annex A for further details.

What school and college staff should do if a child is in danger or at risk of harm

28. If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. [Reporting child abuse to your local council](#) directs you to your local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly

⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': 'teacher' means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁸

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.⁹

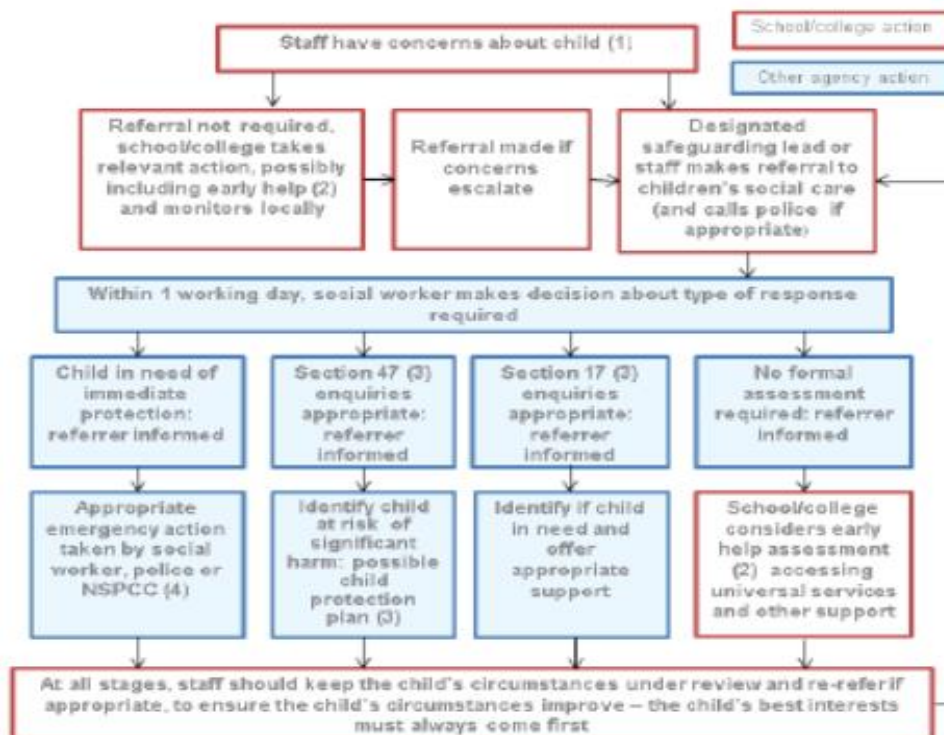
⁸ [New learning from serious case reviews: a two year report for 2009-2011](#) (We will update with new evidence if it is available before September)

⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

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Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

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Types of abuse and neglect

35. All school and college 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.

36. **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

37. **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.

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

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

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

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clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

41. All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
42. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

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- [hate](#)
- [mental health](#)
- [missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

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Annex A: Further information

Further information on a child missing from education

(The government recently consulted on plans to amend regulations from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm. This section will be updated to reflect any changes that are made before September 5 2016.)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures 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.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that 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.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.⁷⁰

All schools must inform their local authority⁷¹ of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor

⁷⁰ Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006.

⁷¹ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006.

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his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.⁷²

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice- [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

Further information on child sexual exploitation

(We expect to update this section in the summer when a updated definition of CSE has been agreed)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

⁷² In default of such agreement, at intervals determined by the Secretary of State.

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- 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 do not take part in education.

Further information on so- called ‘honour based’ violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers⁷³ that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

⁷³Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’: ‘teacher’ means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.⁷⁴ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmv@fco.gov.uk.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from

⁷⁴ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they know that another teacher has already reported the case.

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other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.⁷⁵ There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard"⁷⁶ to the need to prevent people from being drawn into terrorism".⁷⁷ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). There is separate guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

⁷⁵ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

⁷⁶ According to the Prevent duty guidance "having due regard" means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

⁷⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.⁷⁸ Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

⁷⁸ Guidance Issued under section 36(7) and section 38(6) of the CTSA 2015.

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Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.⁷⁹

⁷⁹ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015.

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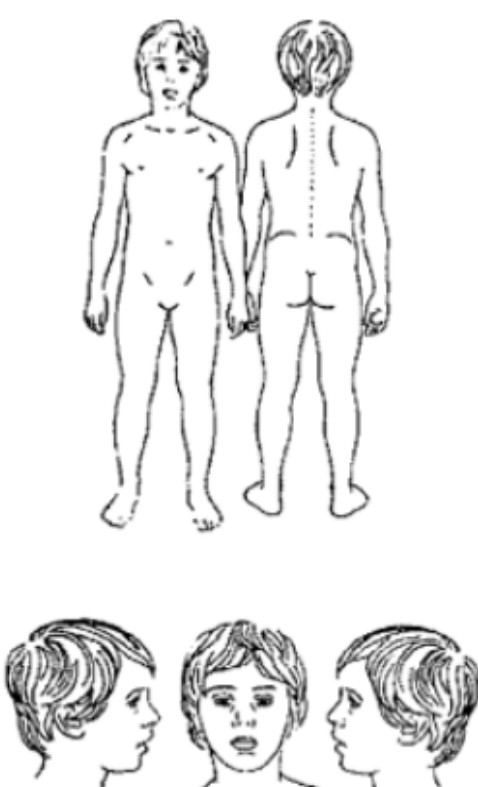
Appendix 2 – Mossbourne Federation Initial Concern Referral Record

Mossbourne Federation Initial Concern Referral Record

If you are worried about a [child](#) please complete this form and immediately pass to a Designated Safeguarding Lead (DSL).

Name of child				
Name of Academy (circle/highlight as appropriate)	MCA	MVPA	MPA	MRA
Name of Reporter				
Date of incident/concern				
Time of incident				
Time of report				
Context e.g. PHSCE lesson on...				
Area of Concern/ Details of incident:				
Please complete both sides of this form				

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<p>Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT</p> 	<p>Description of injury:</p>
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If hard copy please complete the section below:

Signed (reporter)	Signed (DSL)	Date	Time of report handover

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Appendix 3 – Mossbourne Federation’s approach to equality; seven key principles

All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

In the Mossbourne Federation, difference is recognised, respected and valued and diversity is regarded as a strength. The Federation takes account of differences and strives to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The Federation believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Positive attitudes and relationships are fostered. The Mossbourne Federation actively promotes positive attitudes and mutual respect between groups and communities that are different from each other.

A shared sense of cohesion and belonging is fostered. The Federation wants all members of its community to feel a sense of belonging and to feel that they are respected and able to participate fully in school life.

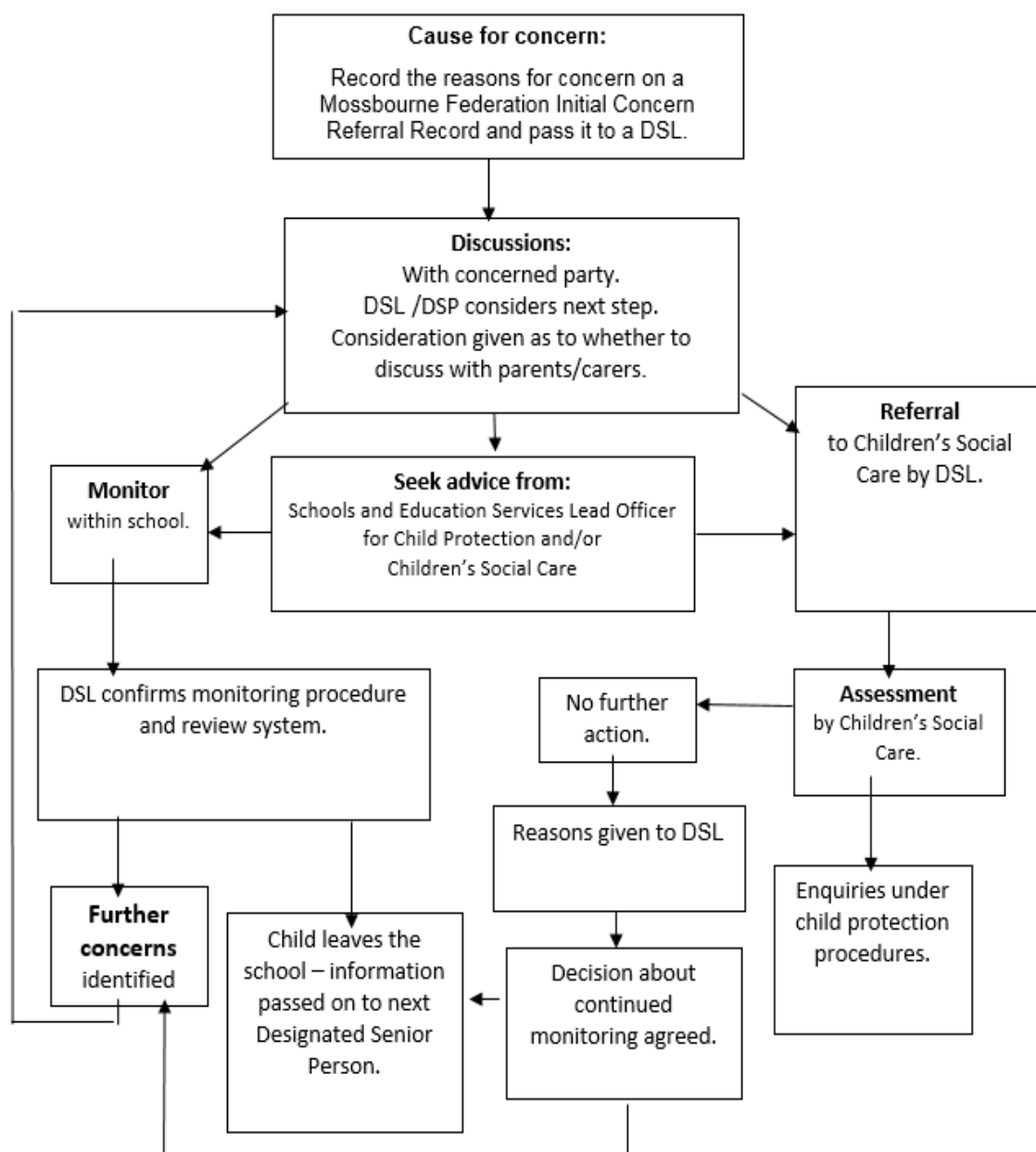
Good equalities practices are observed for staff. The Federation seeks to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

There are the highest expectations for all our children. The Federation expects that all pupils can make good progress and achieve to their highest potential.

The Federation works to raise standards for all pupils, but especially for the most vulnerable. The Academy believes that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole Academy.

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Appendix 4 – Chart: responding to concerns about a child in a federation school



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Appendix 5 – Confirmation of compliance form

Your Name: _____

Your Position: _____

The academy you normally work in: _____

All staff who work in a Mossbourne Federation Academy, both teaching and non-teaching, are required to read the Mossbourne Federation Child Protection and Safeguarding Policy and to adhere to the guidance and procedures in relation to child protection. Staff must also read the Mossbourne Federation Code of Conduct for Teaching and Support Staff.

- I have read the Mossbourne Federation Child Protection and Safeguarding Policy and am familiar with the policy and procedures related to safeguarding.
- I received appropriate child protection and safeguarding training at induction and know that I should receive relevant updates as required but at least annually.
- I will speak to a DSL if at any point I am concerned about my training needs in this area.
- I know that _____ is the Designated Senior Person for child protection and safeguarding at the academy I normally work in.
- When/if I attend another Mossbourne academy I will ensure I know the details of the Designated Senior Person for that academy.

Please sign below to indicate that you understand the details above and that you accept your duties in relation to child protection and safeguarding.

Signed: _____ Date: _____

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Appendix 6 – Mossbourne Federation DSLs

Mossbourne Community Academy		
Name	Role	Email
Katherine Duller	Assistant Principal Designated Senior Person	kduller@mca.mossbourne.org
Alice Painter	Senior Vice Principal Designated Deputy Senior Person	apainter@mca.mossbourne.org
Rebecca Warren	Associate Principal Designated Deputy Senior Person	rwarren@mca.mossbourne.org
Dawn Layton	Senior Admin Officer (Pastoral) / PA	dlayton@mca.mossbourne.org
Thomas Austin	Head of Year 7 and Head of Lower School	taustin@mca.mossbourne.org
Maeve Farrell	Head of Year 8	mfarrell@mca.mossbourne.org
Ben Haines	Head of Year 9	bhaines@mca.mossbourne.org
Binta Adetunmbi	Head of Year 10	badetunmbi@mca.mossbourne.org
Eleanor Doyle	Head of Year 11	edoyle@mca.mossbourne.org
Anna Afolayan	Head of Year 12	aafolayan@mca.mossbourne.org
Paul Jenkins	Head of Year 13	pjenkins@mca.mossbourne.org
Suzanne Lienert	Head of Sixth Form	slienert@mca.mossbourne.org
Matthew Farley	Head of Upper School	mfarley@mca.mossbourne.org
Sophie Metcalf	Head of Inclusion	smetcalf@mca.mossbourne.org
Jane Sames	Vice Principal	jsames@mca.mossbourne.org

Mossbourne Parkside Academy		
Name	Role	Email
Timothy Jackson	Principal Designated Senior Person	tjackson@mpa.mossbourne.org
Denise Foster	Learning Mentor Designated Deputy Senior Person	dfoster@mpa.mossbourne.org
Sinead Hickey	Associate Vice Principal (Maternity Leave)	shickey@mpa.mossbourne.org

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Mossbourne Victoria Park Academy		
Name	Role	Email
Matthew Toothe	Vice Principal Designated Senior Person	mtoothe@mvpa.mossbourne.org
Samuel Wells	2 nd In Charge of Pastoral Care and Head of Year 9 Deputy Designated Senior Person	swells@mvpa.mossbourne.org
Rebecca Goult	Head of Year 7	rgoult@mvpa.mossbourne.org
Ronnie Simpson	Head of Year 8	rsimpson@mvpa.mossbourne.org
Andrew John	Head of Year 10	ajohn@mvpa.mossbourne.org
Neil Douglas	Pastoral Administrator /Academy Liaison Officer	ndouglas@mvpa.mossbourne.org
Maria Petasis	Lead Learning Mentor	mpetasis@mvpa.mossbourne.org
Marita Fallon	2 nd In Charge of SEN Inclusion	mfallon@mvpa.mossbourne.org
Claire Way	Pastoral Liaison	cway@mvpa.mossbourne.org
Owen Puttock	Associate Vice Principal and Head of Learning Area for Expressive & Performing Arts	oputtock@mvpa.mossbourne.org

Mossbourne Riverside Academy		
Name	Role	Email
Amy Wood	Principal Designated Senior Person	awood@mra.mossbourne.org
Rachel Seed	Senior Admin Officer/PA to the Principal Deputy Designated Senior Person	rseed@mra.mossbourne.org

Nominated Governor for Safeguarding	
Neville Reuben	

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