

Fioretti Trust



Aspiration



Wisdom



Compassion



Child Protection & Safeguarding Policy

Approved by:	Trust Board	Date: Sept 2025
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Last review:	Sept 2025
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Next review:	Sept 2026
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This Policy supersedes all previous Child Protection AND Safeguarding Policies

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Rationale

Children and young people have a **fundamental right to be protected from harm**. They are entitled to expect that schools will provide a safe, secure, and nurturing environment in which they can learn and thrive. A guiding principle of both law and child protection practice is that the **welfare of the child is paramount**. Failure to respond effectively to safeguarding concerns can have serious and lasting consequences for children.

Safeguarding is defined as:

- Ensuring children grow up **safe, happy, and healthy**
- **Protecting** children from maltreatment
- **Preventing** impairment of children's health or development
- **Ensuring** children are raised in environments consistent with the provision of safe and effective care
- **Taking action** to ensure all children have the best life chances

The Fioretti Trust is committed to **safeguarding and promoting the welfare of all children and young people**, both within our school communities and beyond. We take a **child-centred approach**, always considering **what is in the best interest of the child**.

Due to the nature of our work and day-to-day contact with children, education staff are **particularly well placed** to observe the outward signs of abuse, changes in behaviour, or signs of developmental harm. Therefore, staff must be alert to the possibility of abuse, understand the procedures to follow when concerns arise, and have the confidence and support to take appropriate action.

This policy applies to **all staff, governors, and volunteers** across the Fioretti Trust.

What Safeguarding Looks Like at Fioretti Trust

Safeguarding is what we do for **all children and young people** to keep them safe while in our care. It begins at the **school gate**, ensuring that all visitors and adults on site are vetted and act professionally. It runs through the **curriculum**, where children are taught protective behaviours, respect for others, how to manage risks—particularly online—and how to seek help. **In the Fioretti Trust Safeguarding includes preparing children for digital life, including risks posed by AI-generated content, image manipulation, and inappropriate online influence.**

Crucially, safeguarding also includes the identification and protection of **children who have been harmed or are at risk of harm**. **Early Help – The Trust is committed to early identification of emerging concerns and providing coordinated support before issues escalate.**

- Contextual Safeguarding – Staff are trained to understand that risks to children may come from outside the home, including within the community and online spaces.

 See Section 18 – Definitions and Indicators of Abuse & Significant Harm

Our Legal Framework

The Fioretti Trust recognises its **statutory duty under Sections 175/157 of the Education Act 2002** to work in partnership with other agencies to safeguard children and protect them from **significant harm**. This duty applies to **all staff** and takes precedence over all other responsibilities.

Our safeguarding policy and procedures are guided by the following key legislation and statutory guidance:

Core Legislation and Guidance

- Children Act 1989 & 2004
- Education Act 2002
- Childcare Act 2006 (amended 2018)
- Working Together to Safeguard Children (DfE, updated 24 February 2024)
- Keeping Children Safe in Education (KCSIE) – 2025 Statutory Guidance
- Guidance for Safer Working Practice (Feb 2022)
- Mandatory Reporting Duty – Under the Crime and Policing Bill 2025

In line with KCSIE 2025. All staff must understand their individual legal duty to report known or suspected child sexual abuse directly to local authority children's services. This is now mandatory, and failure to report may result in criminal liability.

- The Prevent Duty (2015, under Section 26 of the Counter Terrorism and Security Act)
- Domestic Abuse Act 2021
- Voyeurism (Offences) Act 2019
- PACE Code C (2019)

Specialist and Supporting Guidance

- What to do if you're worried a child is being abused (2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Information Sharing Advice for Practitioners (updated 2018)
- Children Missing Education (2016)
- Child Sexual Exploitation (2017)
- Teaching Online Safety in Schools (2019)

- *DfE Guidance on Emerging Technologies and Online Safety* (expected late 2025 – monitor for release)
- **Sexual Violence and Sexual Harassment** in Schools (Sept 2021)
- **When to Call the Police** – NSPCC guidance
- **Keeping Children Safe in Out-of-School Settings** (2023)
- **Filtering and Monitoring Standards (DfE, 2023)** – Fioretti Trust ensures appropriate, robust filtering and monitoring systems are in place, and that governors and senior leaders understand their oversight responsibilities. *Cyber Security Standards for Schools and Colleges* (DfE, 2023)
- **Behaviour in Schools Guidance** (DfE, 2022)

2 Aims

Each school within the Fioretti Trust is committed to a whole-school approach to safeguarding, ensuring that child protection and pupil welfare underpin all policies, curriculum content, and professional practices. Our primary aim is to ensure the safety, well-being, and protection of every child in our care. We implement robust measures to support pupils who may be at risk of harm, and we promote a school culture where children feel safe, supported, and heard.

This policy ensures that all adults working with children understand and fulfil their duty of care, in line with statutory guidance. As a Trust, we work collaboratively across our schools to share best practice, maintain high safeguarding standards, and respond effectively to evolving risks. Safeguarding and promoting the welfare of children is everyone's responsibility. No single practitioner can fully understand a child's needs and circumstances; therefore, all individuals who encounter pupils have a vital role in identifying concerns, sharing information, and taking timely, appropriate action.

The Fioretti Trust is committed to the following:

- Providing comprehensive information, guidance, and training to all staff and other adults, enabling them to fulfil their safeguarding responsibilities with confidence, consistency, and care.
- Educating pupils on online safety, including how to identify and resist misinformation, disinformation, and conspiracy theories, now recognised as safeguarding harms.
- Promoting inclusive language and practice, including updated terminology for Special Educational Needs and Disabilities (SEND), such as referring to "autism" rather than "autism spectrum disorder."
- Recognising attendance as a key indicator of safeguarding concern and integrating statutory guidance from *Working Together to Improve School Attendance* (2024).

- Supporting children in kinship care through collaboration with Virtual School Heads, whose role now extends beyond looked-after children.
- Preparing for the revised RSHE and gender identity guidance by committing to respectful dialogue, age-appropriate content, and responsive policy updates once published.

3. Prevention

The Fioretti Trust's approach to safeguarding includes six key elements aimed at the prevention of harm and the promotion of wellbeing:

Safer Recruitment: Ensuring that we practise safe recruitment by rigorously checking the suitability of all staff and volunteers to work with children.

Incorporate online behaviour checks during recruitment, considering growing concerns about digital conduct and generative AI risks.

Ensure clarity around staff responsibilities for filtering and monitoring if they're involved with IT systems or online safety policies.

Awareness and Empowerment: Raising awareness of child protection issues and equipping children with the knowledge and skills they need to stay safe and support their mental wellbeing. Extend teaching to cover new online safety risks, such as: Misinformation, disinformation, and fake news, Conspiracy theories, and extremist narratives. Embed digital literacy and cyber resilience into PSHE and RSHE curriculums.

Clear Reporting Procedures: Implementing robust procedures for identifying, reporting, and responding to actual or suspected cases of abuse. Include procedures that reflect statutory attendance guidance, ensuring safeguarding concerns tied to persistent absence are addressed swiftly. Review how safeguarding information from alternative provision providers is received, recorded, and acted upon.

Support for Vulnerable Pupils: Supporting pupils who have been abused in accordance with their individual child protection plans. Include those in kinship care arrangements under the watch of Virtual School Heads—even though it's a non-statutory extension, it supports early help and pupil welfare. Ensure trauma-informed approaches are reflected in support plans and DSL training.

Safe Learning Environments: Establishing safe, supportive environments where children can learn, develop, and feel confident to speak out. Evaluate the school's monitoring and filtering systems, especially with the new DfE guidance on technical safeguards and appropriate interventions. Include AI-related risks and digital wellbeing in classroom discussions and policies.

Integrated Safeguarding Practice: Ensuring clear links with other safeguarding-related policies and procedures.

Risks around gender identity exploration pending RSHE update

- Generative AI and online image misuse
- Physical intervention
- Anti-bullying
- Behaviour
- Attendance
- Supporting pupils with medical conditions
- First aid and emergency procedures
- Educational visits
- Child sexual exploitation (CSE)
- Children missing from education (CME)

In addition, we ensure that the identities and roles of the Designated Safeguarding Lead (DSL) and Deputy DSLs are clearly communicated and integrated within school systems. This information is shared with all staff as part of their induction and ongoing safeguarding training.

We recognise that high self-esteem, confidence, trusted relationships, and open communication are vital protective factors in preventing harm. Therefore, each school within the Trust will:

Establish and maintain a culture and environment where children feel safe, are encouraged to talk, and know that they will be listened to.

Ensure pupils are aware of the adults in school whom they can speak to if they are worried or in difficulty.

Embed into the curriculum opportunities and activities that help children develop the skills and understanding needed to keep themselves safe from harm.

Provide a Child-Friendly Safeguarding Policy that enables pupils to understand safeguarding in an age-appropriate way and know how to seek help when they do not feel safe.

4. Procedures

The Fioretti Trust **ensures** that all staff follow the safeguarding procedures outlined by each school within the Trust, in line with national guidance issued by the Department for Education (DfE). The key procedural commitments are as follows:

Designated Safeguarding Leads (DSLs)

Each school will appoint a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for the role. DSLs will complete formal safeguarding training at least every **two years**.

DSLs will also **receive and deliver regular updates (at least annually)** to remain informed of current safeguarding issues, legislative changes, and local priorities.

DSL updates should incorporate content on:

- Online safety risks, *including misinformation and disinformation.*
- Filtering and monitoring systems, *with reference to the new DfE guidance.*
- Alternative provision safeguarding protocols.
- *Identification and Reporting of incidents -including low-level concerns*
- *Cyber resilience and AI-related safeguarding issues.*

The names and contact details of each school's DSL and Deputy DSL(s) are listed in **Appendix A** of their individual safeguarding policies.

Recording of Incidents

All safeguarding concerns must be recorded on the school's secure online system, **CPOMS**, as soon as possible. If a concern represents an **immediate** or potential emergency, staff must seek out the Lead DSL or another DSL **immediately**—do not delay action by recording only on CPOMS. If the Lead DSL is unavailable, another DSL must be contacted without delay. If in doubt, staff must **ask**.

All staff must follow these expectations when logging concerns:

- Record incidents **factually**, avoiding opinion or speculation.
- Provide a clear, **comprehensive summary** of the concern.
- Detail **actions taken**, decisions made, outcomes reached, and who the concern was reported to.
- Use **full names** (not initials) to avoid any confusion.
- Clearly state whether a decision to refer (or not to refer) was made and include the **rationale**.

- CPOMS records will be regularly monitored by the Lead DSL to identify patterns in incidents and patterns in online concerns (e.g., online abuse, radicalisation risks, misinformation sharing).
- Each school in the trust will monitor their online activity and ensure hits are acted upon immediately. Records of stage 3, 4, and 5 level hits and the actions taken will be kept. These records will be analysed for patterns in incidents and groups.

Trust-wide Expectations for Recording

Within the Fioretti Trust, **all concerns—no matter how small—must be logged on CPOMS.** DSLs and trained safeguarding staff are best placed to build a full picture of a child's circumstances and make informed decisions. This cumulative record ensures patterns are identified, and no concern is missed or overlooked.

Transfer of Records

Safeguarding records will be **electronically transferred** where possible when a pupil changes schools. If digital transfer is not feasible, **a hard copy of the pupil's safeguarding chronology** will be securely transferred via recorded/special delivery or hand-delivered in person.

External Reporting & Record Keeping

When DSLs contact: CASS (Children's Advice and Support Service): 0121 303 1888, Early Help Team (EHT) or The Police they must complete and attach the form in Appendix D to CPOMS. This ensures that accurate records are maintained of the concerns raised and any advice or action recommended. **In all cases of child-on-child abuse, DSLs must contact CASS for advice.**

Out-of-Hours Procedures

If staff have concerns outside of school hours or during school holidays, they should contact:

CASS (Children's Advice and Support Service):
 Mon–Thurs: 8:45am–5:15pm
 Fri: 8:45am–4:15pm

Out-of-hours emergency line: 0121 675 4806

Governance and Trust Oversight

Each school has a nominated governor for child protection. (See Appendix A of each school's safeguarding policy.) The Fioretti Trust has a Head of Safeguarding who provides strategic oversight and coordinates best practice across all schools.

Current Head of Safeguarding:
 Sarah Campbell Swords
 Email: s.swords@fioretti.co.uk

There will be a nominated trustee for Safeguarding and Child Protection. currently, this person is Angela

Overall responsibility for Safeguarding across the trust will be entrusted to the Head of Fioretti Trust Claire Grainger, c.grainger@fioretti.co.uk
There will be an agreed DSL job description that is disseminated across the trust, which sets out the expectations of the DSLs in each school (*See Appendix B*)

5. Reporting Low-Level Concerns Involving Staff

Definition of a Low-Level Concern

A **low-level concern** is any concern—no matter how small—that an adult working in or on behalf of the school may have acted in a way that is:

- Inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and/or
- Does not meet the threshold for a referral to the Local Authority Designated Officer (LADO) but still causes unease about an adult's behaviour towards children.

Examples might include:

- Being overly familiar with children.
- Having favourites.
- Using inappropriate language or humour.
- Engaging in one-to-one situations without adhering to policy expectations.
- Concerning online behaviour- e.g., inappropriate social media interactions, posts or conversations, unprofessional use of AI tools.
- Repeated searches for inappropriate content that flag up using the school's monitoring system.

The Headteacher/DSL in each school will be responsible for monitoring the records for low-level concerns that will be recorded on CPOMS, which are strictly only available to the Head Teacher and Lead DSL. Patterns will be tracked over time and for individuals, especially when related to digital contact, pupil proximity, or repeated breaches of conduct. Low-level concerns will be formally reviewed by the lead DSL and Headteacher termly and by the Head of Safeguarding at audit points.

The Fioretti Trust is committed to creating a **culture of openness, trust, and transparency**. Staff must feel confident to report low-level concerns, knowing that they will be taken seriously and handled professionally. Raising such concerns is a protective action, both for pupils and staff. It allows potential patterns of behaviour to be identified and addressed early, preventing escalation.

Reporting Procedures

- **All low-level concerns** must be reported to the **Headteacher/Lead DSL** as soon as possible and recorded on CPOMS by the Headteacher/Lead DSL immediately.
- If the concern relates to the Headteacher, it must be reported to the **Chair of Governors** or the **Head of Trust, Claire Granger**

- Concerns should be recorded **in writing**, and this will be uploaded to the CPOMS file for that incident.
- CPOMS Records will include:
 - A clear and factual account of the concern
 - The names of the individual raising the concern/ person it concerns
 - Context, action taken, and outcome

Recording and Decision-Making

- The Headteacher (or designated safeguarding lead, where appropriate) will review the concern and decide on next steps.
- All low-level concerns will be recorded and retained securely in a **separate safeguarding file on CPOMS under the tag Low-level Concerns**, overseen by the Headteacher.
- Where concerns are found to be legitimate, staff may be:
 - Spoken to informally
 - Offered additional training or supervision
 - Subject to further monitoring
- Repeated low-level concerns may meet the threshold for **referral to the LADO and must be brought to the attention of the Head of Trust –Claire Granger**.

Confidentiality and Support

- All low-level concerns will be handled sensitively, confidentially, and in accordance with employment and data protection law.
- Staff who raise concerns will be protected from detrimental treatment and supported throughout the process.
- The **Headteacher and/or Lead DSL** will regularly review low-level concern records to identify any patterns or trends. Concerns that collectively raise the threshold for LADO referral will be acted on promptly.
- The Trust **Head of Safeguarding** will monitor the use of low-level concern processes across schools and provide guidance where required.

6. Role and Responsibilities of the Designated Safeguarding Lead (DSL)

Role Summary

The DSL is responsible for leading safeguarding and child protection procedures across the school. They maintain oversight of pupil welfare, staff training, digital safeguarding, and statutory compliance. While the Headteacher retains overall accountability, the DSL manages the operational delivery of safeguarding policies.

Core Responsibilities

- Act as the first point of contact for all safeguarding concerns, disclosures, and child protection matters.
- Coordinate referrals and maintain robust links with external agencies (e.g. social care, CAMHS, police, alternative providers).
- Monitor and update **CPOMS** records daily, ensuring digital risks (e.g. online grooming, misinformation, filtering breaches) are logged and reviewed.
- Deliver safeguarding training to staff, including:
 - Online safety (misinformation, AI misuse, image-based abuse)
 - Digital conduct expectations for staff and volunteers
 - SEND-specific risks and inclusive safeguarding strategies
- **Oversee the safety and appropriateness of filtering and monitoring systems, in liaison with IT and SLT.**
- **Ensure safeguarding concerns related to attendance (persistent absence, unexplained absence) are escalated appropriately.**
- Support children in kinship care, SEND categories, or alternative provision settings, maintaining regular review records.
- Facilitate safe record transfer within 5 school days when a pupil moves school, including digital safety history and child protection plans.
- **Promote a safeguarding culture built on openness, vigilance, and pupil empowerment.**

Training & Competency

- Maintain DSL certification with refresher training every 2 years.
- Stay updated through termly safeguarding briefings and annual updates covering:
 - KCSIE revisions
 - Local safeguarding priorities
 - Changes to RSHE and SEND guidance
- Ensure Deputy DSLs receive equivalent training and operate in full compliance with this role's scope.

Decision-Making and Confidentiality

- When concerns arise, the DSL will decide the appropriate course of action and ensure that the rationale for decisions is clearly recorded in CPOMS
- Child protection information will be handled confidentially.
- Relevant staff will only be informed of details on a need-to-know basis to support the child effectively, always prioritising the child's best interests.
- Written records of what information has been shared, with whom, and when will be maintained.
- Safeguarding records will be maintained for all children using CPOMS; family files will not be kept separately.
- Records will be retained for the duration of the child's time at the school and beyond, in line with current data protection legislation and guidance.
- Access to safeguarding records is restricted to the DSL and authorised staff only.

7. Roles and Responsibilities of Governors and the Governing Body

The Governing Body holds strategic leadership responsibility for the safeguarding arrangements within its school. It is their duty to ensure compliance with all relevant legislation and statutory guidance to maintain effective safeguarding policies, procedures, and training.

Strategic Leadership

- Ensure safeguarding is a **standing item** at every full governing body meeting.
- Governors should receive **termly safeguarding reports** from the DSL, including:
 - Online safety incidents
 - Attendance concerns
 - Alternative provision updates
 - Filtering and monitoring system effectiveness

Training and Induction

- Include **cyber resilience and AI safety** in governor safeguarding training, in line with new DfE guidance.
- Ensure governors understand **digital safeguarding risks**, such as:
 - Misinformation and conspiracy content
 - Generative AI misuse
 - Online grooming and image-based abuse

Designated Safeguarding Governor

- Schedule **termly meetings** between the safeguarding governor and DSL to:
 - Review safeguarding logs and trends
 - Discuss training needs and curriculum links
 - Prepare for Ofsted inspection conversations

Premises and Lettings

- Update lettings policies to reflect KCSIE expectations:
 - Require hirers to submit **safeguarding policies**
 - Include clauses for **incident reporting** and **LADO referrals**
 - Ensure hirers conduct **basic safeguarding and health & safety training**²

Policy Oversight

- Confirm policies reflect:
 - **Child-on-child abuse**
 - **Online safety filtering and monitoring**
 - **Alternative provision safeguarding**
 - **SEND-inclusive language and practices**

Monitoring and Assurance

- Governors should:
 - Conduct **safeguarding visits** at least once per term
 - Use a **safeguarding question bank** to challenge and assure DSLs and SLT
 - Review anonymised case studies to understand how safeguarding decisions are made
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8. Part or Whole School Closures

During any part or whole school closures, such as those related to COVID-19 or other exceptional circumstances, the Fioretti Trust schools will continue to have regard to the statutory safeguarding guidance outlined in **Keeping Children Safe in Education (September 2024)**.

Safeguarding Arrangements

- Whether children are on-site or learning remotely at home, schools will ensure appropriate support is in place to safeguard their wellbeing.
- The Trust and its schools will work closely with local safeguarding partners and follow the latest Government and Public Health guidance.
- Schools will maintain collaboration with children's social workers and the Local Authority Virtual School Head (VSH) to support vulnerable children, including looked-after and previously looked-after children.
(Please see each school's individualised Appendix A for the lead contact details.)

Engagement with Parents

- In cases where a parent is hesitant or unwilling to bring their child to school and the child is considered vulnerable, the social worker and designated school lead will explore the reasons with the parent/carer.
- Where parents express concerns about risks related to school attendance, the school or social worker will discuss these anxieties following Government advice.

Reporting Concerns

- Staff must continue to follow the school's safeguarding procedures when concerns arise, including making timely reports via CPOMS, which can be accessed remotely.
- Staff are reminded of the importance of reporting concerns immediately and without delay.
- Concerns regarding adults working with children should be reported directly to the Head Teacher.

Children and Online Safety Away from School

- Staff who interact with children remotely (including online) must remain vigilant for signs that a child may be at risk and act according to the Child Protection Policy.

- Referrals to children's social care or the police should be made where appropriate.
- The Trust and its schools will ensure that any online learning platforms and tools comply with privacy, data protection, and GDPR requirements.

Best Practice for Virtual Lessons (especially involving webcams)

- No one-to-one sessions should occur unless parents are present and sessions are recorded.
- Staff, children, and any household members visible on camera should wear suitable clothing.
- Cameras should be positioned in appropriate communal areas (not bedrooms), and backgrounds should be blurred where possible.
- Live sessions should be recorded to provide a reviewable record if concerns arise.
- Sessions should be kept to reasonable lengths to avoid undue disruption to family life.
- All language used during sessions must be professional and appropriate.
- Only school- or trust-approved platforms may be used for virtual learning.
- Staff must keep records of session attendance, length, date, and time.

Supporting Children Not in School Due to Public Health Advice

- Where the DSL has identified a child who is vulnerable or on the edge of social care support, a robust communication plan will be put in place.
- Communication plans may include phone calls, virtual contact, doorstep visits, or other appropriate methods, tailored to individual needs.
- All communication plans and contacts must be recorded on CPOMS.
- DSLs will work collaboratively with all relevant stakeholders to maximise the effectiveness of these plans.
- Communication plans will be regularly reviewed, and any emerging concerns will be referred as appropriate.

Wellbeing Considerations

- The Fioretti Trust recognises that school attendance provides a protective factor for children and young people.
- The current circumstances may impact the mental health of pupils and their families.
- Staff should be mindful of this when setting work expectations for pupils learning remotely.

Support from Senior Leaders

The Head Teacher at each school will provide ongoing support and guidance to enable the Designated Safeguarding Lead (DSL) and their teams to carry out their safeguarding responsibilities effectively.

This includes, but is not limited to:

- Allowing remote access to Child Protection files for the purposes of quality assurance, oversight, support, and guidance.
- Ensuring that as children return to school, DSLs and their teams are allocated sufficient time to:
 - Support staff and pupils with emerging safeguarding and welfare concerns.
 - Manage and make timely referrals to children's social care and other relevant agencies where appropriate.
- **Staff must follow the same safeguarding standards online as they do in person, per KCSIE and staff code of conduct**

9. School Routines for the Start and End of the Day

The Fioretti Trust is committed to fostering a culture of safeguarding that protects children throughout their time in our care. It is therefore essential that each school has clearly defined, strict, and safe routines for the start and end of each school day.

- Each school will develop and maintain specific procedures for safely accepting pupils in the morning and releasing them to an appropriate adult at the end of the day.
- These procedures will be documented as an appendix to this policy, including late arrival protocols (see Appendix 3).
- Any changes or amendments to these routines must be made only after consultation with the school's Head Teacher and Lead DSL.
- **Schools will include start/end of day routines in staff induction and safeguarding training.**
- **Schools will reinforce expectations around professional conduct, vigilance, and escalation of concerns.**

10. Safer Recruitment and Employment Practices

The Fioretti Trust is committed to maintaining a culture of safe recruitment and has adopted the Local Authority's policy on recruitment procedures. Each school within the Trust follows rigorous **Safer Recruitment** processes for all appointments to ensure the safeguarding of children and young people. These processes include:

Arrival Procedures

- Ensure staff are **visible and accessible** at key entry points to:
 - Greet pupils and observe well-being
 - Receive messages from parents/carers
- Include **late arrival protocols**, such as:
 - Signing in at the office
 - Logging reasons for lateness on CPOMS if safeguarding-related

Recruitment Procedures

- **Statement of Commitment:**

All advertisements for posts include a declaration of the school's commitment to safeguarding and the requirement for a Disclosure and Barring Service (DBS) check. For example:

"The Fioretti Trust / (Enter School Name) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Teacher Services Agency (TRA) checks, qualification, and identity verification."

- **Interview Panel:**

At least one member of every interview panel must have completed Safer Recruitment Training.

- **References:**

References will be obtained and scrutinised before the interview stage.

- **Interview Questions:**

Interviews will include specific safeguarding questions to assess candidates' suitability to work with children. These will include questions that assess:

- Understanding of online safeguarding risks
- Familiarity with filtering and monitoring systems
- Awareness of child-on-child abuse and digital boundaries

- **Employment Gaps:**

Any gaps in employment history will be explored during the interview.

- **DBS Checks:**

An enhanced DBS check with barred list information will be conducted for all staff and governors engaged in regulated activity, following the latest government workforce guidance and the Child Care Act's provisions on disqualification. This includes paid staff, volunteers, and those in work placements.

- Staff must declare any relationships or associations, including online, that may impact safeguarding. Where relevant, the school will discuss these disclosures confidentially.

- **Online Checks:**

Online presence checks will be carried out on all shortlisted candidates with their knowledge and consent. The checks will include social media screening for:

- Inappropriate or discriminatory content
- Affiliations with extremist groups or conspiracy theories
- Unprofessional use of generative AI tools

- **Governors:**

All governors will have an enhanced DBS check and will be checked against the TRA database for any Section 128 prohibition from governance roles.

- **Prohibition Checks:**

Prohibition checks will be completed for everyone engaged in "teaching work" (as defined by KCSIE), whether or not they hold qualified teacher status. These checks are recorded on the Single Central Register (SCR).

- **Alternative Provision:**

Where a pupil is placed with an alternative provision provider, the school will seek written confirmation that appropriate safeguarding checks have been completed for those working at the provision.

- **Overseas Checks:**

For candidates who have lived or worked outside the UK, appropriate overseas safeguarding checks will be sought, such as certificates of good conduct or equivalent documentation. Where such checks are unavailable, a thorough risk assessment will be undertaken.

- Reference the latest **DfE guidance** on overseas checks and risk assessments.

- Where checks are unavailable, document:

- Attempts made

- Risk mitigation strategies

- Final decision rationale

- **Self-Declaration Forms:**

Shortlisted candidates must complete a self-declaration form disclosing any relevant information regarding their suitability to work with children. This information will be handled confidentially and in line with data protection legislation.

Include prompts about:

- **Online conduct** and digital associations
- Use of AI tools in personal or professional contexts
- Any safeguarding-related concerns from previous roles

Regulated Activity and Barred Lists

- Most staff engage in regulated activity and therefore require an enhanced DBS check with barred list information.
- Supervised volunteers who regularly teach or look after children are generally not considered to be in regulated activity unless providing personal care (e.g., assistance with eating, toileting, washing).
- It is a criminal offence to employ or engage a barred individual in regulated activity, carrying penalties of up to five years imprisonment.

Identity Verification and Employment History

- All new appointments must provide current photographic ID and proof of address for identity verification before an enhanced DBS check is obtained.
- Written information regarding previous employment history must be provided and thoroughly checked for completeness and accuracy.

Visitors and DBS Checks

- Trust schools do not have the power to request DBS checks for visitors (for example, relatives attending school events such as sports day).
- In these instances, Head Teachers will use their professional judgment to supervise visitors appropriately.

Regulated Activity Classification

- Job roles and responsibilities will be regularly reviewed to ensure they are accurately classified in line with statutory definitions of regulated activity. This ensures that the appropriate level of safeguarding checks, including DBS and barred list checks, are undertaken.

Online Checks for New Staff

As part of the shortlisting process, the Fioretti Trust will conduct an online search on all shortlisted candidates as part of our due diligence. This is to help identify any publicly available incidents or information that may raise concerns and require further exploration during the interview process.

- Our job application forms reflect that such checks may be undertaken.
- A consistent and transparent approach is maintained through the use of an *online search matrix*, which outlines the parameters of what is being searched for in each case.
- All online checks are conducted in accordance with data protection legislation and guidance from *Keeping Children Safe in Education 2024* (Paragraph 235–237).

Retention of Documents

All documents used to verify identities will now be retained on site for a minimum of two years. This differs from Right to Work checks, where documents need to be retained for the duration of employment plus two years.

Disqualification under the Childcare Act 2006

Following changes to legislation on **31 August 2018**, the *Disqualification under the Childcare Act 2006*, as amended by the *Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018*, has been updated to clarify how disqualification is applied in school settings.

Previously, staff could be disqualified from working in childcare settings due to “**disqualification by association**”, i.e. living in the same household as someone who had committed a relevant offence. This provision **no longer applies in schools** and is now restricted to **domestic premises only**. However, **staff can still be disqualified based on their own offences or conduct** under the Disqualification Regulations.

This applies to:

- Any member of staff providing **early years childcare** (e.g., nursery or reception-aged children, during or outside school hours).
- Any member of staff providing **later years childcare** to children aged 5 to 8 (e.g., in before or after-school clubs).

Disqualification may occur due to:

- Certain criminal convictions or cautions.
- Inclusion on the Children's Barred List.
- Certain childcare-related orders.
- Refusal or cancellation of registration relating to childcare or children's homes.

In line with this:

- The Fioretti Trust ensures that all relevant staff complete a **self-declaration form** at the point of employment and annually thereafter, declaring that they are not disqualified under the Childcare Act 2006.

Self-declaration forms should be:

- Separate from the general application form
- Reviewed annually and stored securely
- Referenced on the **Single Central Record (SCR)** for relevant staff
- Staff are reminded of their responsibility to disclose any changes to their circumstances that may impact their suitability to work with children.
- All staff are made aware that their **"relationships and associations"** (including those online) **may have a safeguarding impact** and could affect their suitability to work with children. This is in accordance with *KCSIE 2025*, which highlights the importance of considering broader safeguarding implications beyond direct offences.

These responsibilities are reinforced through **termly safeguarding briefings** and form part of the Trust's overarching culture of vigilance and professional accountability.

Visitors

The Trust and its schools recognise the value that visitors and external agencies bring to enriching the educational experience of our pupils. However, safeguarding remains paramount.

- Schools do **not** have the power to request DBS checks for visitors such as parents attending sports days or assemblies. In these cases, the Head Teacher will exercise professional judgment regarding appropriate supervision.
- All **visiting speakers** or guests who work directly with children will be required to read and adhere to the visitor safeguarding statement upon arrival at the school.

Visitor Safeguarding Statement

All visitors and speakers must ensure that:

- The content of their visit supports **fundamental British values** and the **ethos and values** of the school/trust.
- No messages marginalise individuals, communities, or groups.
- No content seeks to glorify criminal behaviour or violent extremism.
- No material promotes radicalisation or narrow views of faith, religion, or ideology.
- Activities are embedded in the curriculum and linked to schemes of work to avoid contradictory messaging.
- The visit is **age-appropriate** and meets the **needs of pupils**.
- Visitors **wearing red lanyards** must always be accompanied by a member of staff, as they have not undergone enhanced DBS checks.

Use of School Premises for Non-School Activities

The Fioretti Trust recognises its safeguarding duty in situations where school premises are hired for non-school activities involving children.

- **All hire arrangements** are subject to a formal *school hire agreement*, which aligns with the guidance set out in *Keeping Children Safe in Out-of-School Settings (2023)*.
- The hire agreement outlines safeguarding expectations and responsibilities, including the need for those hiring the premises to have appropriate safeguarding policies and checks in place.
- **Termly site inspections** are conducted by the school's Business Manager, Site Manager, and Governors to assess the safeguarding and health & safety arrangements in all lettings.
- If a **safeguarding allegation** arises relating to an individual or organisation using the school for a non-school activity, senior leaders will follow the school's safeguarding procedures, including notifying the **Local Authority Designated Officer (LADO)**, in accordance with *KCSIE 2024* (see paragraph 377).

11. Allegations of Abuse Made Against Other Children (Child-on-Child Abuse)

At the Fioretti Trust, we believe that all children have the right to attend school and learn in a safe and supportive environment. Children must be protected from harm by both adults and peers. While we recognise that pupils may, at times, negatively affect the learning or wellbeing of others, all incidents of inappropriate behaviour or abuse will be addressed in line with this safeguarding policy and each school's Behaviour Policy.

Definition and Scope

Occasionally, allegations may be made against pupils by others in school that are of a safeguarding nature. This includes, but is not limited to:

- Physical abuse
- Emotional abuse
- Verbal abuse
- Threats or intimidation
- Blackmail or coercion
- Sexual violence or sexual harassment
- Sexting or the sharing of nudes and semi-nudes
- Indecent exposure
- Exploitation or abuse in intimate personal relationships between peers
- Online abuse via social media or messaging apps
- **Upskirting and initiation/hazing rituals** explicitly, as highlighted in KCSIE2025 and UKCIS guidance2.
- **Financial abuse and coercive control** between peers

Such abuse is referred to as **child-on-child abuse** and must always be taken seriously. Staff must be aware that it can happen in any setting, including schools, and must not assume it does not occur within the Trust. The Trust maintains a **zero-tolerance approach** to all forms of child-on-child abuse.

Indicators of Safeguarding Risk

A safeguarding concern may arise where an allegation:

- Is made against an older pupil and involves a younger or more vulnerable pupil
- Is of a serious nature and may constitute a criminal offence
- Suggests risk to other pupils in the school
- Indicates possible harm to pupils outside of the school setting

As outlined in *Keeping Children Safe in Education (KCSIE) 2024*, staff must recognise that girls, children with SEND, and those identifying as LGBTQ+ are statistically more likely to be victims of this type of abuse. These pupils must be considered as potentially more vulnerable and in need of protection.

Safeguarding Response and Referral Process

All concerns or allegations of child-on-child abuse must be reported immediately to the Designated Safeguarding Lead (DSL), and appropriate safeguarding procedures will be followed.

- Referrals must be made to the **Children's Advice and Support Service (CASS)**.
- The **police and the Education and Health Team (EHT)** must be involved where appropriate.
- All actions and referrals must be recorded in full on **CPOMS**, using the **CASS/EHT/Police Referral Form** (Appendix D).

Sharing Nudes and Semi-Nudes

Where incidents involve the sharing of nudes or semi-nudes, the Trust follows the UK Council for Internet Safety (UKCIS) guidance:

[Sharing nudes and semi-nudes: advice for education settings \(UKCIS, 2020\).](#)

Staff must not view, copy, or forward images. The DSL must be informed immediately, and appropriate safeguarding procedures will be followed, including referral to CASS where required.

Curriculum, Prevention and Staff Training

- All schools in the Fioretti Trust teach pupils about respectful relationships, consent, and online safety through the curriculum.
- Staff receive training on recognising and responding to child-on-child abuse, sexual violence and harassment, and the impact of contextual safeguarding.
- Assessments must consider the wider environmental and community factors that may be affecting the child's safety and welfare.

Examples of Child-on-Child Abuse May Include:

- Bullying (including online bullying)
- Physical violence (e.g. hitting, kicking, biting, pulling hair)
- Sexual violence or harassment
- Gender-based abuse
- Sharing of sexual imagery (nudes/semi-nudes)
- Initiation-type rituals or hazing

Supporting Victims and Managing Risk

Victims and their families will be offered appropriate internal and external support. Each school will ensure that victims are listened to, taken seriously, and protected throughout the process.

Safeguarding decisions will be taken in the best interests of the child and in line with statutory guidance. Schools must have clear reporting systems in place and ensure that pupils feel confident in coming forward.

Culture and Expectations

Across all Fioretti Trust schools:

- A **zero-tolerance approach** to abuse is maintained.
- Abuse will never be tolerated or dismissed as “banter” or “part of growing up”.
- School leaders and governors ensure pupils have trusted adults and safe reporting systems.

- Staff will be reminded that “**it could happen here**” and must remain vigilant at all times.

Zero-Tolerance Approach and Minimising the Risk of Child-on-Child Abuse

11.1 Zero-Tolerance and Proactive Culture

The Fioretti Trust adopts a **zero-tolerance approach** to all forms of harassment, abuse, and child-on-child harm. We recognise that failing to acknowledge or downplaying these issues may create a harmful culture within our schools. As such, we:

- Train staff to understand the **scale, impact and long-term consequences** of harassment and abuse.
- Encourage vigilance among staff to notice **indirect disclosures**—such as overheard conversations, changes in behaviour or body language, or peer concerns.
- Reinforce the importance of appropriate and timely responses, recognising that **how we respond to disclosures or concerns** will directly affect whether others feel safe and confident to speak out.
- Commit to **continuous review and improvement** of our safeguarding systems and decisions, both at school level and across the Trust.

In accordance with *KCSIE 2024*, paragraphs 542 and 544, teachers are empowered to **sanction pupils** whose behaviour falls below expected standards, particularly where it compromises the safety and wellbeing of others.

11.2 Post-Incident Response

We recognise that for victims of sexual harassment or assault, there can be **significant physical and mental health implications**, and tailored, trauma-informed support will be offered. At the same time, schools must also provide appropriate intervention and **support for the alleged perpetrator**, including access to external agencies where needed and resources that address harmful sexual behaviour.

Support for both parties may include:

- Counselling services
- Referrals to CAMHS or Early Help
- Pastoral mentoring
- Reintegration or supervision plans
- Regular review meetings with DSLs

11.3 Minimising the Risk of Child-on-Child Safeguarding Concerns

While rare, there may be occasions where pupils themselves present a **safeguarding risk to other pupils**. These cases will require the implementation of an **Individual Risk Management Plan** that ensures:

- The safety of all pupils

- Protection of the alleged perpetrator from malicious allegations
- A balance between safeguarding and respecting privacy

Key actions include:

- Initial investigation by the class teacher (where appropriate)
- Immediate escalation to the DSL and Head Teacher if there is a safeguarding concern
- Parental/carer notification and face-to-face meetings
- Referral to external agencies such as CASS and, where appropriate, the police

Where a safeguarding concern is present, the **Designated Safeguarding Lead (DSL)** will contact **CASS (0121 303 1888)** for further advice. All conversations will be logged using the **recording form in Appendix D** and stored on **CPOMS**.

The DSL will:

- Follow advice from CASS and take action accordingly
- Record the concern, actions taken, and outcomes clearly in **both pupils' CPOMS files**
- Work collaboratively with the Head Teacher to determine any behavioural or disciplinary action, in line with the school's Behaviour Policy

11.4 Managing Risk and Preventive Planning

In cases where the risk to others is substantiated:

- The pupil under investigation may be excluded temporarily or permanently, subject to the Behaviour Policy
- If neither social care nor police proceed, a **school-led investigation** will take place
- A **Risk Assessment and Supervision Plan** will be completed for the pupil involved
- A date will be set for **review and evaluation**, ensuring all stakeholders are involved

Each case will be unique and must be managed with **professional judgement, empathy, and transparency**.

11.5 Preventative Ethos

The Fioretti Trust actively works to **minimise the risk of child-on-child abuse** through:

- A curriculum that promotes **empathy, respect, equality and understanding** across all key stages
- **PSHE, RSE, and collective worship** that reinforce Christian values and themes of kindness, dignity, and justice
- School-wide initiatives that encourage friendship, peer support and anti-bullying
- Promoting an environment where pupils feel **safe to speak, heard and supported**

12. Allegations Against Staff and Volunteers

Important note: The management of allegations against staff is **not** the responsibility of the Designated Safeguarding Lead (DSL), though the DSL may be consulted as part of the process.

All Fioretti Trust schools will follow local safeguarding partnership procedures and adhere to national guidance as set out in **KCSIE 2025**, including the application of the **DfE “harm test.”**

An allegation may relate to a person who works with children (including supply staff and volunteers) and 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 they **may pose a risk of harm to children**
- ****Behaved—or may have behaved—****in a way that indicates they **may not be suitable to work with children** (including behaviour outside school that may present a *transferable risk*)

This fourth criterion includes incidents or behaviours that occur **outside of school**, which may not directly involve children but still raise concerns about the person’s suitability to work with children. Examples may include:

- Domestic abuse
- Substance misuse
- Online activity that raises safeguarding concerns
- Behaviour in private life that reflects poor judgment or risk to others

12.1 Key Procedures

- All allegations must be reported **immediately** to the **Head Teacher** (or the Chair of Governors if the allegation is against the Head Teacher).
- The Head Teacher (or Chair) is responsible for reporting the allegation to the **Local Authority Designated Officer (LADO)** within **one working day**.
- No internal investigation should be undertaken until guidance has been received from the LADO.
- The DSL may be asked to support record-keeping or provide relevant information but is **not responsible** for leading on the investigation.
- Allegations must be **treated with the utmost confidentiality**, and all records must be stored securely and separately.

12.2 Support

The Trust will ensure that:

- The individual subject to the allegation is provided with appropriate support, including access to a union representative or colleague.
- The incident is investigated fully and fairly.
- The child/children involved are safeguarded and supported throughout the process.
- Timely and clear communication is maintained with all relevant parties, including the local authority, parents (where appropriate), and the LADO.

Appendix A

St Mary's example please record the information for your school.



Individual School Safeguarding & Child Protection Staffing Information

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Each school will complete and circulate this information as part of the Safeguarding and Child Protection Policy ratified by the trust.

Position	Name	Contact Information
CEO	Claire Graibnger	c.grainger@fioretti.co.uk
Lead DSL	Sarah Campbell-Swords	s.swords@fioretti.co.uk
Other Practising DSLs	Emma Grice	e.grice@fioretti.co.uk
Key Adult for Operation Encompass	Sarah Campbell-Swords	s.swords@fioretti.co.uk
Chair of Trustees	Philip Wood	p.wood@fioretti.co.uk
Safeguarding Trustee	Deidre Leeming	d.leeming@fioretti.co.uk



Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Job description for the role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Trust Board, and working with a range of other agencies, including the Birmingham Local Authority. Each school will also appoint other DSL's: these need not be a teacher but must be trained and have the capability to carry out the duties of the post. Whilst other DSLs can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead (DSL). The lead responsibility cannot be delegated.

Some schools may choose to train some staff, but they may remain as non-practicing DSLs – this may be the case where staff are required to have a certain set of skills for their role but are not expected to carry out the DSL role.

The Head Teacher must ensure that leadership time is ring fenced to enable the DSL to carry out their responsibilities.

Manage Referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required.
- support staff who make referrals to local authority children's social care.
- refer cases where there is a radicalisation concern as required.
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with Others

The designated safeguarding lead is expected to:

- act as a point of contact for all associated safeguarding matters.
- liaise with the head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- be an active member of the Fioretti Trust Safeguarding network, supporting colleagues (as required) across the trust and attending the monthly networking meetings.
- work with the designated Governor Safeguarding Lead and collaboratively undertake

monitoring tasks.

- report termly to the Governing Body, using the agreed template.
- work closely with the Office Manager to ensure all processes and procedures regarding safeguarding and safer recruitment are in place and adhered to.
- ensure that the Supervision Policy is adhered to.
- liaise with staff (especially pastoral support staff, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- provide 'Safeguarding Induction' for all new employees.
- act as a source of support, advice and expertise for all staff.
- develop a curriculum that teaches about specific safeguarding issues and promotes themes of safety throughout the subjects
- be a point of contact for other external agencies and where required, oversee the sharing and/or transferring of information

Where transference of a Child Protection file is required due to a change of school the DSL must:

Ensure the child protection file is transferred to the new school as soon as possible (within 5 days maximum). This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. **If the new school has CPOMs this can be done as an electronic transfer.**

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Training

- The designated safeguarding lead (and any practicing DSLs) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training and work in partnership with the SPOC where the roles are separate.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they: Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the Safeguarding Policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- understand the importance of information sharing, both within the school, and other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals.
- maintain safeguarding practices in the event of any whole school/partial school closures
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or remote learning from home (if appropriate);
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The lead DSL should also ensure that all staff and governors complete a yearly training update, are given input on specific areas of child protection and safeguarding and that accurate training records are maintained.

Raise Awareness

- The designated safeguarding lead should:
- ensure the Safeguarding Policies are known, understood and used appropriately.
- disseminate the Trust Board Safeguarding Policy which is reviewed annually and ensure that the procedures and implementation are shared with all stakeholders and updated on the website and ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional

academic support and adjustments that they could make to best support these children. (Promote awareness of contextual safeguarding needs)

- develop ways to communicate effectively with parents/carers about safeguarding issues so that their awareness and understanding are also enhanced.

Availability

During term time the designated safeguarding lead or another practicing DSL should always be available (during school hours, including before /afterschool provision) for staff in the school to discuss any safeguarding concerns. Ideally the available designated safeguarding lead would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether availability via phone and or video conferencing is acceptable.

The role of the DSL is a dynamic and demanding position and therefore this description is not considered an exhaustive list of the demands which may be placed on the DSL. This description should be used as the minimum expectations for anyone taking on the role of DSL and there should be full understanding that other responsibilities will be required.

Appendix D

Fioretti Trust

To be used by DSL/Deputy DSL's when calling/ receiving calls from CASS, Police or the Early Help Team.

<u>Name/Position of DSL</u>		<u>Name of Child:</u>	<u>Date of Incident:</u>
Are you speaking to; CASS Police Social Care			
Early Help Team			
<u>Date and time of call:</u>		<u>Initial Person Spoken to</u>	
<u>Name and Time /Second Person Spoken to:</u>			
<u>Any other people spoken to:</u>			
<u>Points Raised</u>	<u>Advice Given /actions suggested</u>	<u>Outcome</u>	
<u>Signed:</u>			

Please use the back of the form to write any additional notes. Do not use post it notes.

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that she/he is speaking to you.
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation, vis CPOMs, using the child's own language. Include any questions you may have asked. Do not add any opinions or Interpretations.

NB: It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to the lead DSL who will contact children's social care without delay.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Head of Safeguarding, Designated Safeguarding Lead and Head teacher.

Appendix F

What to do if you have a concern about a child

- Report your concerns to the Designated Safeguarding Lead who should contact Social
- If the Designated Safeguarding Lead is not available, then the deputy or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral.)
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a need-to-know basis only. Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family
 - The information should be recorded on CPOMS

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within the Fioretti Trust in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Fioretti Trust will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child. All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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 they are likely to pose a risk of harm to children.

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 Sexual Offences Act 2003);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. Inappropriate text/email messages or images, gifts, socialising etc.);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works within the Fioretti Trust including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If a Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension:

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout

Appendix G

