

1 INTRODUCTION

This policy provides a framework to guide academy leaders and staff in Great Academies Education Trust academies and strengthen decision-making as they work to safeguard pupils.

Our approach to safeguarding is informed by:

- The United Nations Convention on the Rights of the Child including (but not exclusively):
Article 3: “The best interests of the child must be a top priority in all decisions and actions that affect children.”
- Children Acts 1989 and 2004,
- Children, Schools and Families Act 2010
- The Education Act 2002,
- The Family Act 2003,
- Serious Crime Act 2015,
- Government publications including: ‘Working Together to Safeguard Children’ 2018, ‘Keeping Children Safe in Education’ 2018,
- The Great Academies Education Trust (GAET) values.

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to ensure that The Trust and its academies safeguards and promotes the welfare of all of the pupils.

Objectives

The objectives of this policy are to

- Support academy leaders in complying with legislation and guidance related to safeguarding including child protection
- Ensure robust procedures are in place as described in this policy and at each academy to safeguard and protect pupils from harm, in all its forms, including abuse and neglect, and specific risks such as
 - radicalisation,
 - female genital mutilation (FGM) and honour-based violence,
 - forced marriage,
 - child sexual exploitation,
 - child criminal exploitation,

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- the risk of missing education (Children Missing Education, CME),
- peer-on-peer abuse including sexual harassment and violence, youth produced sexual imagery (sexting).
- Make all staff and stakeholders aware of their responsibilities in safeguarding pupils, and what actions they need to take to do this.

3 GUIDING PRINCIPLES

This policy is guided by key legislative duties, national guidance and the GAET vision and values

Key Legislative Duties and national guidance

The duty to children: Everyone who works with children has a responsibility to keep them safe. No single practitioner can have a full picture of a child’s needs and circumstances and, 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. In order to ensure our pupils are safe, we work in line with national guidance including “Working together to safeguard children” HM government 2018 and “Keeping Children Safe in Education” DfE 2018. In line with the Children Act 2004 and the Children, Schools and Families Act 2010 we have a duty to share early concerns about safety and welfare of children with appropriate agencies and to ensure preventative action before a crisis develops.

GAET Vision and Values

Vision

“Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.”

In implementing this policy, the Trust and its employees will work with all other relevant agencies to develop outstanding safeguarding procedures. By implementing the procedures, pupils will be listened to and kept safe from harm. They will be supported to make progress, achieve and develop into resilient, confident, responsible and successful young adults.

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Values

“All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each pupil achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.”

In implementing this policy, all pupils, parents, staff and stakeholders will be involved, as appropriate in genuine conversation and decision-making. Conversations will include respectful challenge and will be honest and reflective. The procedures to safeguard pupils will always challenge mediocrity and strive for excellence. By safeguarding our pupils they will be enabled to achieve the highest academic standards possible. GAET staff will work together with each other, and other agencies, to focus on the best possible well-being and academic outcomes for pupils.

4 EQUALITY

Great Academies Education Trust ensures that all pupils are safeguarded. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination.

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5 IMPLEMENTATION GUIDANCE

5.1 Definition of safeguarding

Safeguarding is a term which is broader than ‘child protection’ and relates to the action the Trust takes to promote the welfare of children and protect them from harm. Safeguarding is everyone’s responsibility. Safeguarding is defined in Working together to safeguard children 2018 as:

- protecting children from maltreatment;
- preventing impairment of children’s health and 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.

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5.2 Other Trust policies

The following Trust policies and procedures should be followed in relation to key aspects of safeguarding:

Keeping staff safe – Staff code of conduct

Recruitment of suitable staff – Recruitment policy and Managing Recruitment procedure

Responding to allegations – Trust procedure for managing allegations against staff

Bullying including cyber bullying – Trust anti-bullying policy

Safe use of ICT – Trust ICT and e-safety policy

Visits and trips – Trust educational visits policy

5.3 General practice in safeguarding

5.3.1. Pupil information

The Academy will endeavour to keep up to date and accurate information in order to keep pupils safe and provide appropriate care for them. The Academy requires 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);
- at least two emergency contact details (if different from above);
- details of any persons authorised to collect the pupil from the Academy (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Children and Families court order, Injunctions etc.);
- whether the child is or has been subject to a Child Protection Plan or CAF;
- name and contact detail of G.P.;
- any other factors which may impact on the safety and welfare of the child.

For pupils first entering a UK school (i.e. into Nursery or Reception, or from another educational system at a non-routine time of admission, once admission has been offered, admission authorities may ask for proof of birth date, but must not require a 'long' birth certificate or other documents which would include information about the pupil's parents.

In the case of previously looked after children, admission authorities may request a copy of the adoption order, child arrangements order or special guardianship order and a letter from the local authority that last looked after the child before any order was made.

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The Academy will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting data protection and safeguarding requirements.

5.3.2 Communication

A Designated Safeguarding Lead (DSL) is established in each academy. The DSL is a member of the Senior Leadership Team. Deputy DSLs are identified. The name of the designated members of staff for safeguarding will be clearly visible in each academy, with a statement explaining the academy's role in referring and monitoring cases of safeguarding concerns. All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the Trust's Safeguarding & Child Protection Policy, and reference to it in Parents' information such as prospectus or handbook.

5.3.3 Raising safeguarding concerns

All staff will know how to identify, raise, record and refer safeguarding concerns, including child protection concerns. They will be aware of the difference between children who are of concern, and those in immediate danger or at risk of harm. The DSL will ensure that all staff understand how to raise and record all concerns. All members of staff, supply staff, governors and volunteers are provided with child protection awareness information at induction, included in their arrival pack, the academy safeguarding procedures so that they know who to discuss a concern with.

5.3.4 Acting on concerns

The DSL will ensure that relevant procedures are used for providing support for children at risk of harm or known to be subject to abuse. The DSL is the point of contact for all child protection concerns, including those related to fabricated or induced illness (FII), child sexual exploitation (CSE), forced marriage, honour-based violence including female genital mutilation (FGM) and the risk of radicalisation. The appropriate methods for escalation of concerns will be used. This will often involve significant multi-agency involvement as described in national and local guidance. The DSL will ensure that child protection-related allegations against adults working in the academy are referred to the Local Authority Designated Officer (LADO) for advice, in line with the Trust's policy (Dealing with allegations against staff).

5.3.5 Recording

All staff will be made aware of the necessity to make accurate and timely records relating to safeguarding. Academy-based induction and training will cover the procedures for making and retaining records.

5.3.6 Training

DSLs undertake relevant training, and biennial updates. All new members of staff, temporary staff and supply staff will be given a copy of the Safeguarding and Child Protection Policy and Procedures, with the DSL's and deputy DSL's names clearly displayed, as part of their induction into the academy. All members of staff and

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governors are trained in and receive regular updates in safeguarding, including child protection, e-safety and the Prevent duty.

5.3.7 Supporting pupils

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We recognise that abuse is not always perpetrated by adults, and that children and young people can be at risk of peer-on-peer abuse.

Our academies will support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, and not condoning aggression or bullying;
- Enabling them to recognise when they are at risk and how to get help when they need it;
- Providing a curriculum which enables pupils to identify the possible risks to themselves including on-line risks and peer-on-peer abuse and that makes it clear that abuse should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- Ensuring the curriculum related to safeguarding, and the support provided for pupils, takes into account the wider environmental factors in a child’s life (contextual safeguarding);
- Promoting a caring, safe and positive environment within the academy;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Considering the need for appropriate assessments such as through the use of the Common Assessment Framework, CAF or similar methodology when it is identified that there are low level concerns or emerging need;
- Notifying Social Care as soon as there is a significant concern;
- Providing continuing support to a pupil about whom there have been concerns who leaves the academy by ensuring that appropriate information is copied under confidential cover to the pupil’s new setting and ensuring the academy medical records are forwarded as a matter of priority;
- Undertaking appropriate risk assessments to ensure the safety of vulnerable pupils in academy;
- Recognising that there may be particular groups of pupils at risk of harm and requiring Early Help or other interventions. Staff should be particularly alert to the potential need for early help for a pupil who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

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- is a Looked After Child (LAC)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

5.3.8 Confidentiality

We recognise that all matters relating to safeguarding and child protection should be subject to appropriate confidentiality. The Principal or DSLs will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

NB All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the child’s safety or wellbeing.

5.3.9 Supporting staff

We recognise that staff working in the academy who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Safeguarding Children supervision can help practitioners to keep a focus on the child, to avoid delay in action, to maintain objectivity and to address the emotional impact of the work. Safeguarding supervision support will be provided for DSLs through the Trust. It is the responsibility of the Designated Safeguarding Lead to provide support, supervision for any member of staff with particular responsibility for safeguarding The Model of Supervision used is described in the Trust’s safeguarding supervision procedure.

5.3.10 Disciplinary Procedures

All staff will understand that non-adherence to the Trust’s Safeguarding and Child Protection Policy could mean that they are in breach of The Trust’s Disciplinary

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Policy. Each academy will implement the Trust’s Disciplinary Policy for any member of staff causing significant concern in respect of their implementation of the Safeguarding and Child Protection Policy. Any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

5.3.11 Other people using our facilities

Our lettings procedures will seek to ensure the suitability of adults working on academy sites at any time. All users of our facilities must provide written confirmation that they have their own relevant safeguarding policies and procedures, including safer recruitment.

5.3.12 Alternative provision and work experience

Where pupils are placed in alternative provision or on work experience, all providers must provide written confirmation that they have their own relevant safeguarding policies and procedures, including safer recruitment.

5.3.13 Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the academy, those parents will be deemed to be in ‘Regulated Activity’ for the duration of the stay and as such will require to submit an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the academy will consider on a case by case risk assessment basis whether such checks are necessary.

5.3.14 Children with Family Members in Prison

The Trust understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and academy will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

5.4 Child protection

5.4.1 Indicators of abuse and neglect

All academy 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.

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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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing 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.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure

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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

5.4.2 Listening to disclosures

Disclosures or information may be received from students, parents or other members of the public. The Academy recognises 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. Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using the agreed academy system.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that (s)he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me what happened?' rather than 'Did x hit you?';
- be particularly aware of the development stage of very young children, for example in asking about when an event took place, as their understanding of time may influence how they answer,
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person disclosing that the information must be referred to the Designated Safeguarding Lead;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

5.4.3 Radicalisation

From 2015 all schools need to comply with the 'Prevent Duty' and ensure that they recognise and respond to any child appearing to be vulnerable to radicalisation. Whilst this is likely to be a rare occurrence, our academies will offer support and guidance to any child who appears vulnerable to exploitation of this kind.

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Introduction

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. 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 the statutory guidance.

In order for schools and childcare providers to 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’ and childcare providers’ 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.

We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The academy will work with the LSCB as appropriate.

Training

The academy’s designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will ensure all staff undertake relevant formal training to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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 as with managing 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. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Academies 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

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identify individual children who may be at risk of radicalisation and what to do to support them.

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 Local Safeguarding Children Boards (LSCBs).

The academy will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material

Channel

Academy staff should understand when it is appropriate to make a referral to the Channel programme. 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.

5.4.4 Female genital mutilation (FGM)

All academy staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

If a member of academy staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out.

5.4.5 Forced marriage

Definition: In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

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Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15 per cent of victims are male. These procedures are aimed at dealing with forced marriage for a child/young person under 18 years of age.

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a forced marriage and an arranged marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/ young person. Indicators that a child/young person is at risk of/subject to forced marriage

Identification: The factors outlined below, collectively or individually, may be an indication that a young person fears they may be forced to marry, or that a forced marriage has already taken place. (It should not however be assumed that a young person is facing forced marriage simply on the basis that they present with one or more of these factors)

- Family History:
 - Siblings forced to marry;
 - Family disputes;
 - Domestic violence and abuse;
 - Running away from home;
 - Unreasonable restrictions e.g. house arrest;
- Education:
 - Truancy;
 - Low Motivation/changes in motivation;
 - Poor exam results;
 - Withdrawal from school life;
- Health:
 - Self-harm;
 - Attempted suicide;
 - Eating disorders;
 - Depression;
 - Isolation;
- Employment:
 - Poor performance;
 - Poor attendance;
 - Limited career choices;
 - Not allowed to work;
 - Unreasonable financial control e.g. confiscation of wages/income.

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Taking action

Where an academy suspects a forced marriage is likely to occur, staff should refer to Greater Manchester LSCB guidance, to be found at

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

5.4.6 Child sexual exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

Academies should adopt the following procedure for handling cases of CSE, as outlined by the DfE:

Step one – Identifying cases

Academy staff members should be aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will refer the information to the designated safeguarding lead for child protection (DSL). If after discussion and reflection a concern still remains, local safeguarding procedures will be triggered, including referral to Children's Social Care.

Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The academy will cooperate as needed.

5.4.7. Child criminal exploitation (County Lines)

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The Trust recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. The Academy will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

5.4.8 Children missing from education

A child going missing from school is a potential indicator of abuse and neglect. Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal attendance and safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the academy will inform the LA of any pupil who is going to be deleted from the admission register when they are about to remove a pupil's name from the academy admission register under any of the fifteen grounds listed in the regulations. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that academy – unless the local authority requests that such returns are to be made. Where there is concern that a pupil may be at risk of being a child missing education, the relevant LA officers must be informed of any pupil who:

- Has been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Has ceased to attend school and no longer live within a reasonable distance of the academy.
- Has been certified by a doctor 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 his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age.
- Is in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the academy at the end of that period.
- Has been permanently excluded.

The local authority must be notified when an academy is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that academies comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing

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education, 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.

5.4.9 Fabricated or Induced Illness (FII)

Absences from school can occur in different circumstances including legitimate medical and hospital appointments. Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds or nursery staff may not observe fits in a child who is described by a parent to be having frequent fits etc.

If fabricated or induced illness by a carer is suspected, academies should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should not be dismissed.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professional must remain open minded to all possible explanations. The following are indicators that should alert any professional to concerns that a child is suffering, or at risk of suffering significant harm_as a result of having Illness Fabricated or Induced (FII) by their carer:

- A carer reporting symptoms and observed signs that are not explained by any known medical condition;
- A carer reporting to professionals that a diagnosis has been made by another professional when this is not true, and giving conflicting information to different professionals;
- Missed appointments especially if the appointments are not leading in the desired direction for the carer;
- Physical examination and results of investigations that do not explain symptoms or signs reported by the carer;
- The child having an inexplicably poor response to prescribed medication or other treatment, or intolerance of treatment;
- Acute symptoms that are exclusively observed by/in the presence of the carer;
- On resolution of the child's presenting problems, the carer reporting new symptoms or reporting symptoms in different children in sequence;
- The child's daily life and activities being limited beyond what is expected due to any disorder from which the child is known to suffer, for example, partial or no school attendance and the use of seemingly unnecessary special aids;
- Objective evidence of fabrication - for example, the history of events given by different observers appearing to be in conflict or being biologically implausible;
- The carer expressing concern that they are under suspicion of FII, or relatives raising concerns about FII;
- The carer seeking multiple opinions inappropriately.

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In cases of suspected FII, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child’s best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting. An Individual Health Plan will provide invaluable evidence.

If you are concerned about FII, a referral should be made to Children’s Social Care.

5.4.10 Peer on Peer Abuse including sexual violence and harassment and youth produced sexual imagery (sexting)

Keeping Children Safe in Education 2018 includes a new section on peer-on-peer sexual violence and sexual harassment. Academies should follow this advice in relation to reported incidents. Peer-on-peer abuse is often of a “gendered nature”, but it is not limited to the abuse of children of one sex on another. All such abuse is unacceptable and must be taken seriously.

Peer-on-peer abuse can be sexual violence and/or harassment, physical abuse, sexting (Youth produced sexual imagery), initiation/hazing type violence or rituals.

Decisions should be made on a case-by-case basis

The response to reports of peer-on-peer sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.

The following is effective practice outlined in the new part 5 of Keeping Children Safe in Education 2018.

Immediate response to a report

All staff should be trained to manage a report. This includes listening to the disclosure appropriately (see section 5.4.2). In addition, staff should not view any photos or videos of a sexual nature.

If a child may be in immediate danger or at risk of harm, there should be no delay in making a referral to children's social care. If an offence has been committed, it should be reported to the police.

If the DSL (or a deputy) isn't involved in the initial report, they should be informed as soon as possible.

Where there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the academy (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Risk assessments should be recorded and kept under review.

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The DSL (or a deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) should use these assessments to inform the academy's approach and update its risk assessments.

Managing the report

The DSL (or a deputy) is likely to be the most appropriate person to advise on the academy's response to the report.

How the report is managed, including when to inform the alleged perpetrator, will depend on a number of important considerations. Where a report is going to be made to children's social care and/or the police, as a general rule the academy should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are four likely scenarios for your academy to consider when managing reports:

1. Manage internally, where this is considered appropriate in the circumstances, and early help or statutory interventions are not required
2. Early help, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions are not required
3. Referrals to children's social care, where a child has been harmed, is at risk of harm, or is in immediate danger
4. Reporting to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made.

Where scenarios involve working with children's social care, the academy should not wait for the outcome of an investigation before protecting the victim and other children. The DSL (or deputy) should work closely with children's social care to ensure the academy's actions do not jeopardise a statutory investigation. There should be immediate consideration for safeguarding the victim, alleged perpetrator and all other children.

Ongoing response

The victim

How the academy supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

Academy staff should also be aware that victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged.

The alleged perpetrator

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator with an education and safeguarding support and implementing disciplinary sanctions.

The academy should consider support (and sanctions) on a case-by-case basis, considering:

- The age and developmental stage of the alleged perpetrator

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- The nature of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator may have

Youth produced sexual imagery (sexting)

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they take an explicit photo or video of themselves or a friend. Where there is a disclosure or the academy becomes aware that a pupil may have been involved in sending youth produced sexual imagery it will refer to the guidance in the document ‘Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people’ published by the UK Council for Child Internet Safety (2016).

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate academy staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

It is important that children and young people understand their school’s policy towards youth produced sexual imagery. This reinforces the inappropriate nature of abusive behaviours and can reassure children and young people that their academy will support them if they experience difficulties or have concerns.

6 ROLES AND RESPONSIBILITIES

Safeguarding in GAET academies is everyone’s responsibility. Everyone who works with pupils and their families – including academy staff, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe. No single professional can have a full picture of a child’s needs and circumstances and, 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.

GAET

The Trust is responsible for

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- ensuring there is a Safeguarding & Child Protection Policy together with a staff behaviour (code of conduct) policy across its academies;
- requiring its academies to use safer recruitment procedures including by ensuring that there is an appropriate policy in place, which lists the checks which must be undertaken on all employees, volunteers and third parties working in the academies, and by requiring there to be at least one person on every recruitment panel that has completed Safer Recruitment training;
- ensuring the Trust has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has already left the Trust’s employment;
- nominating a trustee or officer to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against a Principal;
- ensuring the Safeguarding & Child Protection Policy is reviewed annually and that the Safeguarding & Child Protection Policy is available on each academy’s website or by other means;
- requiring academies to ensure that pupils are taught about safeguarding, including on-line safety, this may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE);
- ensuring that enhanced DBS checks are in place for governors;
- providing safeguarding supervision for DSLs
- ensuring any weaknesses in Child Protection are remedied immediately.

Governing body and Principal

All members of the governing body and the principal understand and fulfil their responsibilities, namely to ensure that:

- the academy operates the Trust’s safer recruitment procedures including by ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training;
- the Single Central Record is complete and up to date;
- a senior leader has DSL responsibility and arrangements are in place for deputising;
- the local authority is informed of the named persons with DSL responsibility;
- on appointment, the DSL undertakes interagency training and also undertakes DSL ‘new to role’ and appropriate updates and other training as recommended by the LSCB, at least annually;
- each Deputy DSL is trained to the same level as the DSL;
- the DSL or a deputy is available to staff at all times during academy hours in term time;
- all other staff have Safeguarding training updated as appropriate;
- the Safeguarding & Child Protection procedures (the academy’s appendix to this policy) are reviewed annually;

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- consideration is given to how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE).

Each academy governing body will identify a named governor for safeguarding.

Designated Safeguarding Lead

The DSL must be a senior leader in the academy. Although an academy may have deputy DSLs, the overall responsibility may not be delegated.

The DSLs are responsible for:

1. Referring a pupil if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made by telephone to the Children’s Duty Service and a record of the referral, including the nature of the concern, the date, time and name of referrer should be made and retained in the academy.
2. Keeping written records of concerns about a pupil even if there is no need to make an immediate referral.
3. Leading on decision-making regarding Early Help.
4. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the pupil’s 25th birthday, or 35th for a pupil with special educational needs, and are copied on to the pupil’s next school or college. NB. Until the Independent Enquiry into Child Sexual Abuse has reached its conclusions, child protection records should be retained indefinitely.
5. Ensuring that a record is kept and witnessed of the disposal of individual’s records. Files will be destroyed in accordance with data protection and other relevant legislative requirements and in accordance with the policy of the Trust as from time to time implemented.
6. Ensuring Children Looked After records are retained for 99 years.
7. Ensuring that an indication of the existence of the additional file in 3 above is marked on the pupil records.
8. Liaising with other agencies and professionals.
9. Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
10. Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker’s Social Care Team.
11. Organising child protection induction, and update training every 3 years, for all academy staff, and arranging annual safeguarding updates for staff.
12. Providing, with the Principal, an annual report for the governing body, detailing any changes to the academy’s procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of pupils subject to child protection plans (anonymised).

Other Academy staff

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It is the responsibility of all academy staff to work within this policy and related procedures. In particular, all staff should be aware of how to identify and report concerns and how to support pupils who are at risk. All staff will participate in training as required. Each academy should determine the level of training required for individual staff members, based on their roles. All staff are required to read Part 1 of DfE guidance Keeping Children Safe in Education 2018 and those who work directly with children Annex A and to sign to confirm that have done this.

All staff must:

- Read the safeguarding policy and understand the academy’s procedures (Academy appendix);
- know who the DSL and any deputies are in the academy;
- report all safeguarding concerns immediately to the DSL and understand who needs to be involved if a pupil tells them he/she is being abused or neglected (The data Protection Act 2018 and the GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe);
- receive appropriate safeguarding training that is regularly updated;
- receive safeguarding updates at least annually;
- understand the difference between a 'concern' about a child and a child 'in immediate danger or at risk of harm', and what they should do in either case;
- be aware of the early help process and be prepared to identify pupils who may benefit from early help;
- be aware of the process for making referrals to children’s social care and the statutory assessment process under the Children Act 1989;
- record all safeguarding concerns, discussions and decisions in writing;
- understand the academy’s behaviour procedures;
- Be aware that pupils with SEND can face additional safeguarding challenges and act appropriately (these challenges include the higher risk of peer group isolation, a disproportionate risk of bullying, the impact of communication difficulties);
- be aware of how to respond if they suspect a pupil may be missing from education;
- be alert to information which suggests that a child may be being privately fostered (living with someone other than a person with parental responsibility) and inform the DSL who will inform the LA.

In addition, all teaching staff must understand their legal duty to act in respect of any concerns about FGM.

Staff with responsibility for academy admissions should ensure there is more than one emergency contact number for each pupil.

Staff with responsibility for educational visits involving homestays should be aware of the relevant guidance within KCSIE 2018.

Parents/carers

- Parents/carers are made aware of this policy, including through its publication on each academy’s website.
- Parents views are sought on how safe they feel their children are in the academy, including through questionnaires

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- Any parent reporting concerns about the welfare of a child can expect to have their concerns taken seriously and to be confident that the concerns will be acted upon.
- Parents whose children are at risk (including those parents who may be putting their own children at risk by virtue of their actions or inaction) will be treated with respect and will be involved in the provision for their children. NB See specific guidance regarding children having Illness Fabricated or Induced (FII) by their carer, appendix 2.

Pupils

- Pupils are made aware of how to raise concerns about their own welfare and that of other children.
- Any pupil reporting concerns about the welfare of a child can expect to have their concerns taken seriously and to be confident that the concerns will be acted upon.
- Children who are at risk will be treated with respect and will be involved in decisions about the provision for them

7 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy policies:

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Curriculum policies including Sex and Relationships Education
- Disciplinary policy (staff)
- Educational visits policy
- ICT and e-safety policy
- Facilities management documentation including lettings arrangements
- Health and safety policy including education off-site and work placements
- Managing allegations against staff policy
- Record keeping policy
- Recruitment policy and Managing Recruitment procedure
- Staff code of conduct
- Whistleblowing policy

8 SOURCES CONSULTED

- The UN Convention on the Rights of the Child
- Children Acts 1989 and 2004,

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- The Education Act 2002,
- The Children, Schools and Families Act 2010,
- The Family Act 2003 (FGM),
- Serious Crime Act 2015 (FGM),
- Government publications: ‘Working Together to Safeguard Children’ 2018, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003,
- ‘Keeping Children Safe in Education’ 2018,
- Disqualification by Association under the Childcare Act 2006
- Inspecting Safeguarding Guidance update, Ofsted September 2018,
- Serious crime act Section 75 (FGM).
- Guidance on Fabricated or Induced Illness (FII) including:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf,
http://greatermanchesterscb.proceduresonline.com/chapters/p_fab_ind_illness.html,
<https://www.nice.org.uk/guidance/cg89>
- Tameside Local Safeguarding Children Board:
<https://www.tamesidesafeguardingchildren.org.uk/>
- Counter-Terrorism and Security Act 2015 Section 26 (prevent Duty)
- Revised prevent Duty Guidance: for England and Wales
- DfE Guidance (Children missing education Statutory guidance for local authorities September 2016)
- DfE searching, screening and confiscation advice for schools
- UK Council for Child Internet Safety Advice for Schools and Colleges on Responding to Sexting Incidents

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Appendix 1 Middleton Technology School

Nominated DSL

Adele Hulton

Safeguarding Officer

Carol Higgs

Arrangements for deputising

Janine Kellett - If neither DSL, deputy DSL (Adam Smith) or Safeguarding officer are available.

Safeguarding Governor : Neil Palmer

Middleton Technology School.

0161 643 6116

Raising safeguarding concerns

Any disclosures made to any member of staff by a pupil must be reported to the Safeguarding officer (SO). The SO will take appropriate action and if necessary contact the HUB and or the Police immediately. Referrals are made by telephone and triaged by the HUB and followed up with a multi agency child protection referral form (MARF) by email.

<https://www.rbscb.org/professionals/multi-agency-procedures/>

These are recorded by the SO and any actions/outcomes are noted. Information is kept securely on CPOMS.

Completion, maintenance and storage of records

Archived Child Protection records are kept in a safe locked filing cabinet in the School office. Access to these is via Joanne Foster, Head's PA. All other records are stored securely on CPOMS and access is limited to a small number of key staff. If a pupil moves to another school the files are transferred securely and discussion with the school takes place regarding concerns.

Induction and training information

When a new member of staff commences employment at Middleton Technology School they must read and sign for the following documents.

- Safe Practice Guidance
- Staff Safeguarding Handbook
- Keeping Children Safe in Education 2018.

All teaching staff must also complete a google docs quiz to give evidence for their understanding of KCSE. This is checked and verified by Adele Hulton.

Training information is logged by the SO and stored electronically. This is shared with the DSL. The DSL ensures all staff undertake regular statutory and advised training. Staff who are absent are followed up by the SO. The DSL's training record is checked by the Head Teacher. All staff sign to show they have received and understood training.

Visitors to the school are also given a safeguarding booklet.

Support mechanisms for children

Each year group has at least one Learning and Progress Coordinator and a Learning Mentor. There is also a team of Form Tutors for each year group. In addition to this there are 2 Behaviour support workers, Inclusion centre and LSU manager. Children can speak to any of these if they have concerns. There are also 3 trained Child Protection Officers in school and

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all children are aware of who these are should they wish to raise a worry/concern with them. We also have a School Health Practitioner and access to Counsellors from outside agencies should further referrals need to be made.

How the curriculum promotes safeguarding.

Opportunities are included in the Life Education curriculum for children to develop the skills they need to recognise and stay safe from abuse. The curriculum also promotes British values and we deliver a counter narrative to extremism within and across the curriculum and through the school ethos. Assembly themes cover a range of safeguarding issues (see themes) and external agencies visit school to deliver information on CSE, Drugs and alcohol, Prison Life and Extremism.

Link to Rochdale Safeguarding Children Board

<https://www.rbscb.org/professionals/multi-agency-procedures/>

Assessment Protocol.

<https://www.rbscb.org/UserFiles/Docs/RMBC%20Assessment%20Protocol%20v%202%2000%20FINAL%200114.pdf>

CSE

<https://www.rbscb.org/UserFiles/Docs/Procedure/CSE%20Procedures%20v4.pdf>

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