



Consilium  
Academies

Safeguarding and Child  
Protection Policy  
2019-2020

As amended April 2020

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## 1. Policy Statement and Principles

At Consilium we exist to value each other and bring out the best in everyone. Our safeguarding and child protection policy ensures that students are safe, happy and have the opportunity to flourish in all aspects of their lives. This policy is one of a series in the academy's integrated safeguarding portfolio. This includes the policies for safeguarding and child protection, staff code of conduct, anti-bullying, PSHE, safer recruitment, whistle-blowing, complaints, student behaviour and conduct and e-safety.

This policy is available on the Trust and individual; academy websites

Our core safeguarding principles are:

- **The Trust responsibility to safeguard and promote the welfare of children is of paramount importance.**
- **Safer children make for outstanding learners.**
- **The voice of the student is valued and respected in all aspects of safeguarding.**
- **Policies will be reviewed at least annually with contributions from key stakeholders in the academy community unless an incident or new legislation or guidance suggests the need for an interim review.**

## 2. Child Protection Statement

At The Consilium we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.

The procedures outlined in this policy are mandatory for all staff, governors and volunteers working on behalf of the academy and, where applicable, are consistent with those of the Local Safeguarding Children's Boards. We expect agencies and other organisations (including those who hire our facilities) to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.

## 3. Policy Principles

At Consilium Academies:

- All young people have a right to protection.
- The welfare of students is paramount.
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity/orientation have equal rights to protection.
- All staff and governors have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm.
- Confidentiality will be upheld at all times and in line with the Data Protection Act.
- The pastoral structure ensures that all staff and students involved at any stage of the child protection process have adequate support and the required intervention.

The Consilium Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### 4. Policy Aims

- To provide all stakeholders with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent outstanding practice in all aspects of safeguarding and child protection across the academy.
- To demonstrate the academy's commitment to child protection and safeguarding to the wider community.
- To ensure that data gathered over the previous academic year impacts on the adjustments made to the safeguarding policy.

**\*For key terminology relating to this policy see appendix 1\***

#### 5. Relevant Safeguarding Legislation and Guidance

- Education Act 2002
- The Safeguarding Vulnerable Groups Act 2006/Protection of Freedoms Act 2012
- The Teachers Standards 2012
- Working Together to Safeguard Children 2015, 2018
- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015
- Children Act 2004
- NICE Guidance on Child Abuse and Neglect 2017
- Equality Act 2010
- FGM Act/Serious Crimes Act
- Prevent Duty
- Guidance for Sexual Violence and Harassment between children in schools and colleges 2018
- Information Sharing Guidance 2018

#### **City of Salford, Doncaster MBC, City of Sunderland, Gateshead MBC and Darlington MBC Safeguarding Children Board Policies**

- Managing Allegations and Concerns against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment

# Addendum to the Safeguarding and Child Protection Policy: COVID-19

This addendum is designed to set out any changes to usual safeguarding practice during the Covid-19 epidemic. The Trust will, at all times, follow the updated guidance published by the Department for Education at:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-otherproviders/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

All staff must read this policy and the DfE guidance on the link above to ensure they are clear on safeguarding arrangements during this period.

Where schools have any questions about the application of this policy, they should first be addressed to a Director of Education, who will escalate concerns to the Chief Executive if necessary. The Trust will consult with the Department for Education as necessary, utilising the Covid-19 helpline:

[DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)  
0800 046 8687

## Working in Partnership with Others

The Trust takes its civic responsibilities seriously throughout this national crisis and will therefore work in partnership with other schools to ensure that vulnerable children and the children of key workers are provided for.

- Where Consilium staff are supporting another school, Consilium will provide the relevant safer recruitment details, as required by Keeping Children Safe in Education 2019.
- Where a Consilium school is acting as a hub as part of a cluster, the school will carry out appropriate risk assessments as necessary in the circumstances (determined in conjunction with the relevant Director of Education), and will ensure any staff and volunteers from other schools have been appropriately checked.

Schools in the Trust will also continue to work in partnership with their local authorities, ensuring that any advice from local safeguarding partners is fully implemented, including advice from the local authority regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

It will also be critical that, during this period, schools continue to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

It will be important for any school whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named

individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

### Designated Safeguarding Leads

Where possible, schools will ensure that there is a trained designated safeguarding lead or deputy on site at all times.

Where this is not possible, arrangements will be put in place to ensure that the schools' designated safeguarding lead, their deputy, or a designated safeguarding lead from another Trust school will be contactable by phone to deal with any concerns. In these circumstances, a senior member of staff on-site will take responsibility for coordinating safeguarding arrangements.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

### Support for Students

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.

The Trust's position is that schools must keep in contact with students by:

- Ensuring that all vulnerable students who do not attend school receive a daily welfare call, and that this call is logged. This is in addition to the school's responsibility to notify the social worker (where appropriate) that the student is not attending.
- All students who have been identified as vulnerable by the school but who do not meet the definitions above should also receive a daily call. The Designated Safeguarding Lead in conjunction with the Headteacher will be responsible for determining which students fall in to this category.
- All other students will receive a call at least once, but preferably twice per week. The purpose of these calls will be to check on the student's welfare, and also to discuss the work they have been completing to support them in remaining engaged with their education.

Throughout this period of closure, it is likely that students will spend more time than normal online. It is therefore critical that all schools provide guidance to students and parents on staying safe online, and provide a clear method for students to report any concerns. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools should also remind students that they can email the safeguarding email address (safeguarding@...). This inbox must continue to be monitored by the Designated Safeguarding Lead. In their absence, this inbox must continue to be monitored by another trained person.

This guidance should be issued as a matter of urgency, and should be reissued on a regular basis throughout the period that Covid-19 provisions apply.

### How Staff and Volunteers Should Report Concerns

Any concerns surrounding students should be immediately referred to the Designated Safeguarding Lead and the Headteacher, and dealt with in accordance with the provisions in the Safeguarding and Child Protection Policy.

Where a concern arises about a member of staff or volunteer, this should be immediately referred to the Headteacher or, in their absence, the relevant senior member of staff. Where there are concerns about the Headteacher, these should be raised with the relevant Director of Education.

Concerns can also be sent directly to the Trust: [safeguarding@consilium-at.com](mailto:safeguarding@consilium-at.com).

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police.

All schools' approaches to dealing with any safeguarding concerns should continue to follow the principles set out in Keeping Children Safe in Education.

Schools must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Schools should also continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

### Peer-on-Peer abuse

Given the very different circumstances schools are operating in, it may not be practicable or appropriate to follow normal protocols to deal with any allegations of peer-on-peer abuse. In these circumstances, the Designated Safeguarding Lead should determine an alternative approach in conjunction with the Headteacher. The principles of part five of Keeping Children Safe in Education should inform this approach.

### Safer Recruitment

Safer recruitment procedures for new members of staff must continue as normal throughout this period. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### Staff Training

Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE.

The existing school and college workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

David Clayton CEO

## 6. Key Personnel

### 6.1 Trust and Academy Contacts

Name	Organisation	Contact Email
Vincent Joseph	Consilium Academies Trust	<a href="mailto:safeguarding@consilium-at.com">safeguarding@consilium-at.com</a>
Andy Peirson	Armthorpe Academy	<a href="mailto:safeguarding@armthorpe.org.uk">safeguarding@armthorpe.org.uk</a>
Melanie Howard	Buile Hill Academy	<a href="mailto:safeguarding@builehill.org.uk">safeguarding@builehill.org.uk</a>
Kath Barratt	Ellesmere Park High School	<a href="mailto:Katharine.barratt@salford.gov.uk">Katharine.barratt@salford.gov.uk</a>
Martin Searle	Heworth Grange School	<a href="mailto:safeguarding@heworthgrange.org.uk">safeguarding@heworthgrange.org.uk</a>
Faye Cox	Moorside High School	<a href="mailto:safeguarding@moorsidehigh.com">safeguarding@moorsidehigh.com</a>
Kelly Neeson	Thornhill Academy	<a href="mailto:safeguarding@thornhillacademy.com">safeguarding@thornhillacademy.com</a>
Leigh Coates	Washington Academy	<a href="mailto:safeguarding@washingtonacademy.com">safeguarding@washingtonacademy.com</a>
Karen Phillips	Wyvern Academy	<a href="mailto:safeguarding@wyvernacademy.org">safeguarding@wyvernacademy.org</a>

### 6.2 Local Safeguarding Children's Board information

#### Wyvern Academy- (Darlington LSCB)

LADO – Carol Glasper tel: 01325 406459 email: [lscb@darlington.gcsx.gov.uk](mailto:lscb@darlington.gcsx.gov.uk)

#### Armthorpe Academy – (Doncaster – LSCB)

- Jim Foy – LADO, Mary Woollett Centre, Danum Road, Doncaster, DN4 5HF  
Tel: [01302 737748](tel:01302737748) or [01302 737332](tel:01302737332)  
Email: [Jim.Foy@dcstrust.co.uk](mailto:Jim.Foy@dcstrust.co.uk) or [LADO@doncaster.gcsx.gov.uk](mailto:LADO@doncaster.gcsx.gov.uk)
- Doncaster Safeguarding Children Board (DSCB) Procedure for Allegations Against Staff, Carers and Volunteers can be found at:  
[http://doncasterscb.proceduresonline.com/chapters/p\\_alleg\\_staff\\_vols.html](http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html)

### Heworth Academy – (Gateshead LSCB)

- LADO: Nicholas Leon email: nicholasleon@gateshead.gov.uk
- Reporting concerns – tel: 0191 433 2653 (0191 477 0844 out of hours)
- Email: R&Aduty@gateshead.gcsx.gov.uk
- Gateshead LSCB - tel: 0191 433 8010 email: sairapark@gateshead.gov.uk

### Buile Hill, Ellesmere and Moorside- (Salford- LSCB)

- The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail worriedaboutachild@salford.gov.uk
- GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or email parklane.ppiu@gmp.police.uk
- Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445

### Washington and Thornhill Academy (Sunderland- LSCB)

Sunderland Information: Safeguarding Children’s Board – www.sunderlandscb.com Tel: 0191 561 7007 (out of hours – 0191 520 5552)

## **7. Roles and Responsibilities**

### **(a) The Local Academy Board:**

- accept the responsibility to implement procedures to provide a duty of care for young people, safeguard their well-being and protect them from abuse
- respect and promote the rights, wishes and feelings of all students
- recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them
- require staff to adopt and abide by the academy Safeguarding and Child Protection policy
- Understand the coordinated approach the academy has to offer when dealing with outside agencies, Early Help and Children’s Social care
- respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required. Respond to allegations made against the Head Teacher, complete investigations and follow up procedures in conjunction with the Trust Officers
- with the Consilium Academies Trust Board, and Academy Leadership Team, ensure that mechanisms are in place to enable staff to understand their responsibilities for safeguarding and protecting students. Regular audits are completed by The MAT board to ensure safeguarding meets all National, regional and Ofsted criteria.

### **(b) The Designated Safeguarding Lead (DSL):**

- is a member of the Academy Leadership Team and thereby has the authority and status to carry out the duties of the post.
- is a source of leadership, guidance and expertise to the academy community.
- is appropriately trained in all areas of child protection and safeguarding, regularly keeping up to date with new legislation and guidance and regular updates within this field

- has an extensive knowledge of the working practices of the surrounding areas' LSCB procedures
- develops effective links with relevant statutory and voluntary agencies within the area to provide support where required
- ensures all relevant staff are aware of and have access to relevant safeguarding and LSCB training courses
- ensures where appropriate up to date legislation and guidance on child protection and safeguarding is disseminated to relevant stakeholders
- ensures all records of concerns or disclosures are responded to appropriately with detailed accounts recorded and that information is stored securely and separately from the student's general file within the academy
- is responsible for ensuring that cases of suspected abuse are referred within a timely manner to Children's services or the police depending on the nature of the concern
- ensures the academy attends and/or contributes to any children's services meetings i.e. CIN, Child Protection conferences, Early help etc.
- ensures if a student leaves the academy that their child protection file is transferred securely and confirmation of receipt is obtained on receipt
- Reviews and updates the Child Protection policy annually. Liaising with the relevant LAB member and ensuring there is a period of consultation with all staff within the academy regarding the content of the Child Protection and Safeguarding policy. Ensuring this is available publicly on the school website.

### **(c) The Deputy Designated Safeguarding Lead:**

Will be trained to the same level as the DSL and has responsibility for the day-to-day operational management of the academy's CP systems, particularly in liaising with relevant external agencies and leading the CP team. In the absence of the DSL, the DDSL carries out the functions necessary to ensure the ongoing safeguarding and protection of students. In the event of the long term absence of the DSL, the DDSL will assume all of the functions of the DSL role.

## **8. Safer working practice guidelines and staff code of conduct:**

All staff are bound by the Trust Staff Code of Conduct, Child Protection and Safeguarding policy and other relevant policies and documentation. These are an annual mandatory reads for all those working in the academy to ensure good practice and standards are upheld at all times

Safer working practice from academy staff includes:

- Treating all students with respect
- Setting a good example to students at all times
- Ensuring that the voice of the student is heard and considered
- Upholding the academy values of fairness, ambition and respect
- Ensuring that all staff are alert to changes in students' behaviour and the possible reasons for this, being aware of the signs of abuse, neglect and exploitation
- Being aware of the increased vulnerabilities of certain groups of students, e.g. SEND, LAC, PP

- Referring all concerns regarding a student's welfare and/or safety to the DSL/DDSL or, if appropriate directly to Children's Services or the police
- Adhering to the strict guidance and rules regarding personal online activity and electronic communication with students
- Ensuring that photographs of students are not held on any personal devices
- Ensuring that personal telephone numbers of staff are not given to parents/carers or students.

## 9. Abuse of position of trust

All academy staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Academy staff and a pupil under 18 may be a criminal offence. This is also outlined in the Academy's Staff Code of Conduct policy that is signed by all members of staff.

## 10. Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they may wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is of paramount importance. The academy's whistleblowing policy should be read and understood by all staff and governors of the academy. Copies of this can be found on the Trust Website.

## 11. Allegations against staff

When an allegation is made against a member of staff the academy procedures must be followed without delay. The full procedures for dealing with allegations against staff can be found in both Keeping Children Safe in Education (DFE, 2019) and in the Trust Allegations of Abuse against Staff policy. All allegations against staff must be referred to the Principal without delay.

Allegations concerning staff who no longer work at the academy or historical allegations will be reported to the police.

## 12. Staff Training

It is a priority for the academy to ensure that all staff, governors and visitors are made aware of the academy safeguarding procedures as part of their induction. Annual training for staff will include the following:

- Basic safeguarding information
- Signs and indicators of abuse
- Indicators of vulnerabilities to radicalisation, CSE, FGM, HBV and other sensitive issues
- Procedures for reporting abuse within the academy
- Staff code of conduct
- Latest updates from Keeping Children Safe in Education (where applicable), and also highlighting the guidance 'what to do if you suspect a child is being abused'.
- Whistleblowing

The DSL and DDSL have training every two years and receive regular updates and CPD via external agencies, LSCBs and CAT at least annually. Members of the CP team will also be trained to DSL level.

In addition, the DSL, has external supervision in line with regulatory requirements and provides supervision towards all Designated Staff within the academy. Governors and our academy Principal are also trained in line with their strategic responsibilities.

All staff also receive safeguarding training/updates via electronic bulletins, dedicated INSET time and briefings, particularly where new legislation/guidance is in place.

All volunteers and agency staff visiting the academy are greeted with a basic awareness and safeguarding briefing completed by the DSL/DDSL. All new staff to the academy also complete a program of induction that involves the Annual Safeguarding training. All new staff are also required

to complete online training for Child Protection and Prevent; they are also provided with the following documents to read prior to their start date;

- Keeping Children Safe in Education 2019 (Part 1 and Annex A)
- Behaviour Policy
- Staff Code of Conduct

Records will be kept of all staff training naming individuals and detailing what training they have received and when.

### **13. Safer Recruitment**

The Trust complies with Keeping Children Safe in Education 2019 and the requirements of the LSCBs by carrying out the required checks and verifying the identity of applicants, their qualifications and employment history. The Trust Safer Recruitment Policy, outlines the procedures in full.

Senior Leaders and other key employees involved in the recruitment of staff, have Safer Recruitment training. At least one member of each recruitment panel will have received Safer Recruitment Training.

All personnel who are employed by or undertake voluntary work in the academy will be DBS checked, this includes Governors. The PA to the Principal will have responsibility for rigorously maintaining the Single Central Record. It is the responsibility of staff to ensure that where visitors on site are left unaccompanied with students, they have DBS clearance to do so. The academy will obtain written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the academy have been appropriately checked. Trainee teachers will be checked either by the academy or by their training provider from whom written confirmation will be obtained. DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.

The Single Central Record will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

### **14. Site Security**

Visitors to an academy, including contractors are asked to sign in through our electronic registration system. A coloured lanyard will be given to all visitors to the academy. This will be green if the academy has confirmation from an employer of/ or a visitor has their own DBS clearance; they are therefore allowed to be unsupervised with a student. All visitors without a DBS check must wear a red lanyard and never be left unsupervised around the academy. All staff and students are informed of these procedures and made aware that they must challenge any adult in the academy who is unaccompanied wearing a red lanyard.

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. For off-site visits the guidance set out in the Educational Visits policy must be adhered to.

## 15. Responding to Disclosures, Suspicions and Allegations

### (a) Recognising Abuse

Keeping Children Safe in Education 2019, describes Abuse as;

*'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.'*

There are four main categories of abuse (as described in Working Together to Safeguard Children 2019 and Keeping Children Safe in Education, 2019); physical, emotional, sexual (including CSE) and neglect. (Further details of these four categories as well as signs and indicators of abuse can be found in appendix one). The effects of each type of abuse can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be both male and female (adults and other young people) and can be well known and trusted by a young person. It is important to recognise that abuse can take place anywhere.

The Trust is fully aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy environment and/or can occur between children outside the academy. The DSL/DDSL will explore and assess wider environmental factors that could potentially be present in a student's life that could be a threat to their safety and/or welfare. This is known as Contextual Safeguarding; if referrals to Children's Social services is deemed necessary the Academy will provide full details of all concerns so that a full assessment of the level of need can be completed.

(Further details regarding Contextual Safeguarding can be found on <https://www.contextualsafeguarding.org.uk/> and appendix one).

Some students are significantly more at risk of abuse. Many factors can contribute to an increase in risk including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that the abuse can occur. To ensure that all of our students receive equal protection we will give special consideration to students who are:

- SEND
- LAC/Living Away from Home
- EAL
- Vulnerable to Discrimination and Maltreatment on the Ground of Race, Ethnicity, Religion or Sexuality.
- At Risk of Honour Based Violence including FGM, Forced Marriage and other Honour Crimes
- At Risk of Being Drawn into Extremism
- Students in PA
- Young Carers
- Affected by Parental Substance Misuse
- Affected by Domestic Violence
- Affected by Parental Health Needs
- Asylum Seekers

- Vulnerable to Being Bullied or Engaging in Bullying
- Live Transient Lifestyles
- Living in Chaotic and Unsupportive Home Situations
- At Risk of Sexual Exploitation

This list provides examples of groups of students that the academy gives special consideration to. It should not be considered an exhaustive list.

### **(b) Reporting a Concern**

Any child, in any family, in any school, at any time, could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

In the event of a member of staff, governor or visitor having a child protection concern about a student, they must immediately report that concern to the DSL/DDSL via the intranet in one of two ways:

- If a student or parent makes a direct disclosure regarding abuse having taken place a Disclosure Form must be completed as soon as possible. If there is no access to a form an email should be sent to the DSL/DDSL or a telephone call made or a face-to-face conversation taken place in order to report this immediately.
- If a member of staff has a cause for concern about a student but has no direct evidence of abuse having taken place, they should also make a referral in the same way.
- Any original notes, scribbles, drawings etc. must be passed to the DSL/DDSL.

Any disclosure completed will be picked up and assigned to a member of the Child Protection Team in the academy. Liaising with the DSL/DDSL, they will decide on the next course of action, where necessary telephoning the Trust, relevant Local Authority agency and completing a referral to Children's Social Care. Visiting professionals and visitors who do not have access to the intranet must contact the DSL/DDSL without delay. Advice on where to find the DSL/DDSL can be found in the Trust and academy Websites and posted within each individual academies.

All staff in the academies through regular training and updates are fully aware as outlined in Keeping Children Safe in Education 2019, that they must not assume someone else will share information/concerns. Staff are required to take action to protect children immediately and share safeguarding concerns within a timely manner.

### **(c) Notifying parents**

In most instances the Trust academies will seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively and the DSL/DDSL will usually make contact with the parent/carer in the event of a concern, suspicion or disclosure. Our focus at all times is the safety and wellbeing of students, therefore if the academy believes that notifying parents/carers could place the student at risk of significant harm, advice will be sought from Children's Social Care and/or the police before parents/carers are contacted.

### **(d) Record keeping**

The DSL/DDSL is required to manage the keeping of records in relation to safeguarding children. These records will be stored securely via the staff intranet or in a fire-proof, lockable cabinet. The DSL/DDSL are also responsible for ensuring the auditing process of CP files is completed and in line with Keeping Children Safe in Education 2019.

In the event of a student who has been known to have had safeguarding concerns transferring to another school, the Consilium academy will:

- find out the name of the receiving school;
- contact the relevant designated member of staff at that school to discuss the transfer;
- ensure that files are hand-delivered to the relevant Designated Safeguarding Person at the new institution and that a transfer information form has been signed by both parties.
- If face to face handover is not possible the files will be sent recorded delivery and the DSL of the new school informed. The DSL will ask to confirm receipt.

Once a student has left a Consilium academy to complete Further Education or has left and there is no transferring school then the Students CP file will be kept securely locked away till the student reaches their 26<sup>th</sup> birthday in line with Government Guidelines. (This equates to 7 years after the student leaves school)

## 16. Confidentiality and sharing information

The right of the student to confidentiality and privacy will be respected and all communications about any case will be kept to a minimum on a 'need to know' basis. This ensures that information being released into the public domain does not compromise evidence. All staff are informed through annual training of the principles and protocols of best practice when sharing information. The guidance 'Information Sharing: Advice for practitioners providing safeguarding services' 2019 is highlighted to all staff on a regular basis.

(This guidance can be found at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> )

Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the DSL/DDSL.

Following a number of cases where Senior Leaders in schools had failed to act upon concerns raised by staff 'Keeping Children Safe in Education 2019' emphasises that any member of staff can contact Children's Social Care if they are concerned about a child.

(Details of referral numbers can be found in Appendix 3).

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

Child protection information will be stored and handled in line with the Data Protection Act 1998 and Information Sharing Guidance for practitioners (DFE 2018). Information sharing is guided by the following principles:

The information is:

- Necessary and proportionate
- Relevant

- Adequate
- Accurate
- Timely
- Secure

Information sharing decisions will be recorded whether or not the decision is taken to share.

The DSL/DDSL will normally obtain consent from the student and/or parents and carers to share sensitive information within the academy or with outside agencies. Where there is a good reason to do so the DSL/DDSL may share information without consent and will record the reason for not obtaining consent.

Child Protection records are normally exempt from the disclosure provisions of the data protection act which means that students and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a student/parent/carer to see child protection records, they must refer the request to the principal. The GDPR provisions do not prevent academy staff from sharing information with relevant agencies where the information may help to protect a student.

## 17. Referral to Children's Social Care

Referrals to Children's Social care will be made by the DSL/DDSL if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.

The academy has pupils from different Local Authorities due to its location, therefore protocols for referrals will be adhered to according to the procedures laid out within the LSCB protocol for the area. Dependent on the level of need for each individual case and the threshold guidelines for each Local Authority a referral to Children Social Care or Early Help will be completed to support the Child and Family.

If a referral to Children's Social Care has been completed and an assessment has been completed, then the student may be placed on either a Child in Need plan (Section 17) or a Child Protection Plan (Section 47). The Academy is committed to inter-agency working and will enable social workers to have access to students to enable them to complete Section 17 or 47 investigations. Students may on occasions be seen by Children's social services in the Academy and staff will ensure that this is facilitated as smoothly as possible.

Relevant members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being, as well as relevant family related issues. This information will be shared with the parents/carers. The academy will monitor pupils whose names are on a Child Protection Plan in line with what has been agreed at *Child Protection Conference*.

The academy is fully committed to ensuring the best interests of all of our students is paramount. In order to ensure the best safeguarding provision for all students where there are concerns about the level of intervention not meeting the individual needs of our student's/families local authority escalation procedures will be adhered to. These procedures will be different dependent on the local authority that the student resides. The academy regularly deals with Manchester, Bury and Rochdale Local authorities.

## **18. Early Help Provision**

The DSL/DDSL and Vulnerable Students officer offer an Early Help intervention level of support for all students and families linked to the academy. Early Help is a way of supporting Children and families to build on existing strengths to promote wellbeing and a greater quality of life. Early Help is about identifying needs within families at an early stage, providing preventative support and interventions before problems become more complex and entrenched. Early help support is a preventative layer that does not involve social services.

Early Help is a multi-agency approach to supporting families. The academy will work individually or with other organisations to support families achieve positive changes. On many occasions the academy will support families holding the case within school, support/action plans will be agreed between school and the family involved and clear achievements will be agreed. Once this has been completed a review period will be decided and a review meeting will be completed.

On some occasions it will be agreed at an initial meeting that further support would be beneficial from the Early Help hub. If this is the case an Early Help assessment will be completed and referred into the Early Help hub for assessment and possible allocation of a worker. If a worker is allocated an Early Help meeting will be arranged and the Academy will attend to support the family/student.

On occasions, the Early Help team will ring the academy to gather educational reports for students in our care when a referral has been received from an outside agency. If this is the case, the academy will share information regarding students with the team. Consent is gathered from the Early Help team at initial contact with the family for this information to be shared.

## **19. Specific Types of Abuse**

Listed below are specific types of abuse that are pertinent to our Trust However, as a Trust we are also very aware that there are many other concerns that potentially could affect some of our students. These can be found in Appendix 2 where there is a link to Keeping Children Safe in Education 2019

### **(a) Domestic Violence**

The Trust is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors, including exposure to domestic violence within the family situation and is a safeguarding issue.

Domestic violence is the abuse of one partner within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control a partner that can take many forms.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Information about domestic abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

### **(b) Children with sexually harmful behaviours**

Children may be harmed by other children or young people. Staff are aware of the harm caused by bullying and will use the Academy's Anti-Bullying procedures and policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under Child Protection rather than Bullying procedures.

Young People who display such behaviours may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviours should speak to the DSL/DDSL immediately. Where there are concerns that a student is displaying harmful sexual behaviours there may be cause for concern to complete risk assessments. These will be completed by the DSL/DDSL and shared with families for approval. These will then be shared with relevant staff in school. School are guided by the Guidance 'Sexually Violence and Sexual Harassment in schools and colleges 2018. (<https://www.gov.uk/government/publications/sexual-violence-and-sexualharassment-between-children-in-schools-and-colleges> )

### **(c) Peer on Peer Abuse**

Peer on peer abuse occurs when a young person is exploited, bullied, groomed and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

Situations where peer on peer abuse could take place are:

- Bullying (Racist, religious, homophobic, gender reassignment, disablist etc.)
- Child Sexual Exploitation
- Criminal exploitation
- Harmful Sexual behaviour including sexting (See below)
- Gang activity and Youth violence
- Domestic Violence

It is vital for professionals to understand that the child who is perpetrating the abuse may also be at risk of harm. Staff within the academy should make every effort to ensure that the perpetrator is also treated as a victim and that relevant assessments and support mechanism are offered to them too. If Staff within the academy suspect this form of abuse they should raise this immediately with the DSL/DDSL.

Students will be supported by the pastoral teams in school, families will be informed of our concerns for both the victims and potential perpetrators and support and individual plans put in place to ensure the wellbeing for all students.

Students are also supported in school to understand, be aware and have the knowledge of Peer on Peer abuse through our Wellbeing and Community Mornings, tutors and PSHE curriculum.

### **(d) Sexting**

Sexting is the creation and distribution of explicit, nude, or semi-nude images via the internet or by mobile phone. It can also include sexually explicit texts. The law states that it is a criminal offence to, ask, receive, send, distribute and own any image of an under 18-year-old.

Academy staff are fully informed and trained to understand and manage incidents of sexting within school. If you see or are shown an image on a young person's phone in school contact refer the incident immediately to the DSL/DDSL to investigate further.

Students within the academy are aware through the PHSE and SMSC curriculum the risks and dangers associated with sexting and the law associated with this form of communication. Students are spoken to regularly about this use of social media. Further information can be found in the academy's E-Safety policy.

### **(e) Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Child Sexual exploitation is a serious crime and can have long-lasting adverse impact on the student's physical and emotional health.

The Trust includes the risks of sexual exploitation in the PHSE and SMSC curriculum. Staff are also made aware of the indicators of sexual exploitation. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The student in some cases may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse and pass this onto the DSL/DDSL.

### **(f) Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women under the Female Genital Mutilation Act 2003. FGM is the total or partial removal of the female genitalia for non-medical reasons. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefing throughout the year. Students will also be made aware of this through the PHSE and SMSC and the use of outside agencies will be incorporated into the program to ensure this is delivered sensitively.

All staff have a legal responsibility to report concerns around FGM. Teachers and support staff must personally report to the police cases where they discover that an act of FGM appears to have been

carried out. This must be carried out immediately with the support of the DSL/DDSL. If a member of staff suspects that FGM may be about to happen to a student, they must refer it to the DSL/DDSL without any hesitation in the same way as any other safeguarding concern.

### **(g) Forced Marriage and Honour-Based Violence**

A forced marriage is a marriage that takes place without the full and free consent of both parties. Force can include physical force, as well as being pressurised emotionally, being threatened or being a victim of psychological abuse. Forced marriages are not the same as arranged marriages. In an arranged marriage families take the lead in selecting a marriage partner but the couple have the free will and choice to accept or decline the arrangement. In England and Wales, the practice is a criminal offence under the Anti-Social and Behaviour, Crime and Policing Act 2014. 'Honour-Based-Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, this can include but isn't limited to FGM, forced marriage and breast ironing. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
  - threats of violence
  - sexual or psychological abuse
  - forced marriage
  - being held against your will or taken somewhere you don't want to go ● assault
- As with any concerns regarding students concerns or risks identified that could possibly be linked to Forced Marriage and Honour-Based violence should be reported to the DSL/DDSL immediately.

### **(h) Radicalisation and Extremism (PREVENT)**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST. This is the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Counter-Terrorism and Security Act (2015) places a duty on schools and FE colleges to have 'due regard to the need to prevent people from being drawn into terrorism.'

Some Students are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. The Academy seeks to protect its students and staff from all messages and forms of violent extremism and ideologies of any form.

The Trust is adamant that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. Staff receive training to help identify signs of extremism.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the academy follows the DFE advice Promoting Fundamental British values as part of SMSC in school 2014.

## 20 Special Circumstances

### **(a) Private Fostering Arrangements**

A private Fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other person involved in making a private fostering arrangement must notify Children's services as soon as possible.

Where a member of staff is aware that a Student is in a private fostering arrangement the DSL/DDSL should be notified immediately who should notify the local authority of the circumstances.

### **(b) Looked After Children**

The most common reason for a child to be looked after is as a result to of abuse or neglect. The Trust ensures that that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the local authority looking after the child.

### **(c) Work Experience**

The academies in the Trust have detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidelines in Keeping Children Safe in Education (2019).

## 21 Monitoring, Evaluation and Review

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance.

## Appendix 1

### Terminology

**DSL** refers to the Designated Safeguarding Lead

**DDSL** refers to the Deputy Designated Safeguarding Lead

**Child** Includes anyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers or adoptive parents.

**Safeguarding** and promoting the welfare of Children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of significant harm.

**Staff** refers to all those working for or on behalf of the academy, full or part time, temporary or permanent, in either a paid or voluntary capacity.

## Appendix 2

### Categories and indicators of abuse

**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.

**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 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.

**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.

### *Identifying Signs of Possible Abuse*

There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make

the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly.

For further details, please see 'What to do if you feel a child is being abused: Advice for practitioners' (DFE 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-beingabused--2>)

Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or your observations give rise to concern, then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the DSL/DDSL.