



Safeguarding and Child Protection Policy

Board Approved Date	October 2019
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Author Initials	RPO/RCR
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(This policy supersedes all previous Safeguarding and Child Protection Policies)

Amendments

Policy Date	New Version Number	Summary of Change	Comments
September 2019	2.0	Updated in light of Keeping Children Safe in Education 2019	Some minor formatting, referencing, terminology and structural changes. Changes to: <ul style="list-style-type: none"> • Awareness of those at risk of committing/being affected by serious violent crime • Reference to Upskirting as a specific criminal offence
March 2020	2.1	Updated structure so that different types of 'Peer on Peer abuse' are clear.	Re-organisation of subcategories under 'Peer or Peer abuse' rather than Peer on Peer abuse mainly referring to Peer on Peer sexual abuse.
		Updated Appendix 5.	DBS policy updated for terminology issues that reflect Trust management of DBS checks (rather than individual schools).
		Updated Appendix 6	Updated Early Help contact information.

POLICY STATEMENT AND PRINCIPLES

This policy is one of a series in the ESW's integrated safeguarding portfolio. This includes our policies on child protection, staff behaviour/code of conduct, recruitment, allegations against staff, complaints, pupil behaviour and online safety.

Each Academy's safeguarding arrangements are inspected by Ofsted under the judgement for leadership and management.

This policy is available on each Academy website and is issued to all staff.

Our core safeguarding principles are:

- Each Academy's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole community of pupils, parents, staff and governors will be involved in policy development and review
- policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. 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 children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Devon Safeguarding Children Board (DSCB).

(a) Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

(b) Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate each Academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to each Academy's safeguarding portfolio

SAFEGUARDING LEGISLATION AND GUIDANCE

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The Safeguarding Vulnerable Groups Act 2006.
- What to do if you think a child is being abused 2015.
- The statutory guidance **Working Together to Safeguard Children July 2018** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education September 2019** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, (including academies and free schools) alternative provision academies maintained nursery schools) and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector. It relates to their responsibilities to children who are receiving education or training at the College. It excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement.
- All staff must read Part One of this guidance which is issued to all staff and/or available from the administrative office.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and staff can find a copy in school in the office and in the staff handbook.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and

online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, Academy staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The Academy will always act on identified concerns.

The Board of Education South West:

- are responsible for ensuring that all Academies in its Trust meet their duties with regard to safeguarding and child protection and have appropriate procedures in place for appropriate action to be taken to promote children's welfare.
- support the individual Academy's designated safeguarding leads in fulfilling their responsibilities SEE APPENDIX B
- have the status and authority to fulfil all the roles of the individual Academy designated safeguarding leads if required
- have a lead to take on responsibility for safeguarding arrangements

The Trust Board and Local Governing Body (LGB):

All members of the Board and governors in Academy LGB's understand and fulfil their responsibilities. Each LGB ensures that their Academy:

- has a lead to take responsibility for safeguarding arrangements
- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a safeguarding/child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with DSCB and statutory requirements, reviewed annually and made available publicly on the Academy website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the Principal, receive information about the Academy's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the DSCB. The DSL receives refresher training at two-yearly intervals.
- ensures that all staff, including temporary staff and volunteers are provided with the Academy's child protection policy, behaviour policy and part one of Keeping Children Safe in Education (September 2019)
- ensures that the Academy contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online safety as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the Trust Board, local authority and other agencies in the event of an allegation being made against the Principal.

It is the responsibility of each local governing body to ensure that the Academy's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the DSCB and national guidance.

An annual report will be submitted, as required, to the Trust Board about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Principal in each Academy:

- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Academy leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

All School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt actions. Concerns about a child/welfare should be acted on immediately.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- Are aware of the Local Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.
- All staff should receive appropriate safeguarding and child protection training which is

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

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All school and college staff should be particularly alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn into 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 misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited;
 - is at risk from or is involved with violent crime;
 - is a privately fostered child.
- All staff but especially the DSL and Deputies should be considering the context within which safeguarding incidents/behaviours have occurred. Contextual safeguarding means assessment of children should consider whether wider environmental factors in a child's life are a threat to their safety and/or welfare.

GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the Academy's child protection policy, staff behaviour

policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing

- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH
- following the Academy's rules with regard to relationships with pupils and communication with pupils, including on social media

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.

In addition, staff should 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, even if that pupil is over the age of consent.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. 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 abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- In Local Authority Care
- Care leavers
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- at risk from honour based violence
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation

- live transient lifestyles

- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- family members in prison

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

CHILDREN MISSING FROM EDUCATION

- All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.
- Schools have a safeguarding duty to notify their local authority when they are about to remove a pupil's name from the school admission register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points, e.g. when the pupil has completed the final year of education normally provided by that school. All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. Schools must enter pupils on the admission register at the beginning of the that day on which the school has agreed or been notified, that the pupil will attend the school. If a pupil fails to attend on that date the school should undertake reasonable enquiries and record them to establish the child's whereabouts and notify the local authority at the earliest opportunity.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day including referrals to and attendance at **The Missing and Child Exploitation forum (MACE)** when appropriate.

VALUES SUPPORTING CHILDREN

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, with a particular focus on relationships and health education and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible

manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Safe School – Safe Staff

Education South West will ensure that:

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it annually;
- All staff receive safeguarding and child protection training at induction in line with advice from Devon Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection policy is made available via each Academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers have made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook;
- Each Academy provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- The lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- Community users organising activities for children are aware of the Academies Child Protection Policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in each school with a statement explaining the Academies role in referring and monitoring cases of suspected abuse;
- All Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2018 and will sign to say they have read and understood it;

SUPPORT FOR THOSE INVOLVED IN A SAFEGUARDING/ CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact

- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors.

Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the Academy's child protection procedures

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 will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of the LGB or Chair of the Trust Board.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff or volunteer set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (2019)* and in the Academy's Managing Allegations policy and procedures

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites

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

STAFF TRAINING

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding/child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the Principal (unless the Principal is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least annually, including training in inter-agency procedures.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers.

SAFER RECRUITMENT

Each Academy endeavours to ensure that it does its utmost to employ safe staff by following the guidance in *Keeping Children Safe in Education (2019)* together with the ESW Staff Recruitment policy and procedures.

Safer recruitment means that applicants:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications

- if offered employment, is checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check criminal record checks, prohibition checks, references and interview information for those engaged in Regulated Activity (following the flow chart on page 38 of Keeping Children Safe in Education 3rd September 2018)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

Each Academy follows the procedures for the safe recruitment of staff as outlined in the ESW Recruitment Policy.

At least one member of each recruitment panel will have completed safer recruitment training.

All new members of staff undergo an induction that includes familiarisation with the Academy's safeguarding/child protection policy and staff behaviour policy alongside identification of their child protection training needs.

All staff sign to confirm they have received a copy of the relevant safeguarding policies and procedures.

All relevant staff (involved in early years' settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation.

The Academy obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.

Governors are checked via the Teaching Regulation Agency to ensure they are not banned as a result of being subject to a Section 128 Direction (banned from taking part in the management of a school as a result of sanctions).

Each Academy maintains a single central record of recruitment checks undertaken.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education July 2019 Annex F.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised Volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

Each Academy checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity

SITE SECURITY

Visitors to the Academy, including contractors, are asked to sign in and are given a lanyard/ badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe each Academy's safeguarding and health and safety regulations to ensure children are kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we check that effective child protection arrangements are in place.

Alternative education providers must provide written confirmation that appropriate safeguarding checks have been carried out. Each Academy continues to be responsible for the safeguarding of a pupil in off-site provision.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so it is essential to have some safeguards in place.

To protect pupils, we:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- only take photographs/images of children on Academy devices
- have clear guidance for staff and visitors about use of personal devices on the Academy site.

ONLINE SAFETY

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, Snapchat and Instagram. Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Each Academy's **online safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology through PSHE education and other areas of the curriculum. This includes taking regard of the DfE's non-statutory Teaching Online Safety in School (2019). Each Academy's online safety policy covers three areas of use:

Content: being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news

Contact: being subjected to harmful online interaction with other users

Conduct: personal online behaviour that increases the likelihood of or cause of harm e.g. making, sending or receiving explicit images or online bullying

Each Academy must ensure they have appropriate filters and monitoring systems in place to safeguard and promote the welfare of children and provide them a safe environment in which to learn

Each Academy will do all they reasonably can to limit children's exposure to risks from the school or college's I.T. system.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Rules relating to pupils use of hand held devices are contained within each Academy's Behaviour Management policy.

All staff receive regular online safety training.

Staff / Pupil Relationships Online

Each school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Expectations for staff can be found in the online safety policy of each Academy.

Peer on Peer Abuse

All staff should be aware that children can abuse children (often called peer on peer abuse), Children can abuse other children in a variety of ways, bullying including cyberbullying, sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling.

BULLYING

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying, gender based violence / sexual assaults and sexting should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

The management of children and young people with sexually harmful behaviour is complex. Each Academy must follow the guidance set out by the DfE found in Sexual Violence and Sexual Harrassment Between Children in Schools and Colleges (2018). Each Academy must make a risk and needs assessment to assess immediately how to best support the children involved as victim or perpetrator.

Consider:

- the victim – their protection and support
- the alleged perpetrator
- all other children at the school or college especially any actions that are appropriate to protect them
- what are the wishes of the victim

Sexual violence and sexual harassment is not acceptable and must not be tolerated as 'part of growing up', 'banter' or 'having a laugh'.

DSL to decide on referral route:

- manage internally
- refer to early help
- refer to Children's Social Care
- Report to the Police

Youth Produced Sexual imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 19 or an adult.

A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Upskirting

In April 2019 "Upskirting" was made a specific criminal offence. Keeping Children Safe in Education (2019) makes it clear that all staff should be aware of "Upskirting" as a specific safeguarding issue. It defines "Upskirting" as, "Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm." As with any suspicion of sexual violence/harassment, concerns must be reported immediately to the DSL who, if necessary, will make a report to the police for further investigation of a possible crime. As with any potential sexual violence, following actions will consider the needs of both the victim and the alleged perpetrator.

SEXUAL EXPLOITATION OF CHILDREN

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. 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 child 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.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

The Academy engages with and makes referrals to the MACE process and the REACH Team when and where appropriate and makes an enquiry to MASH for any child that goes missing if they are not known to Children's Services. See Appendix 1 for more details.

SERIOUS VIOLENCE

All staff should be aware of indicators which may signal children are at risk from, or involved with, violent crime. Possible indicators include:

- increased absence;
- change in friendship groups / relationships with older individuals;
- decline in academic performance;
- self harm;
- significant change in wellbeing;
- signs of assault / unexplained injuries;
- unexplained gifts.

Any such concerns should be reported to the DSL who will decide upon the appropriate route forwards. This may include making an Early Help referral in order to access support from the Youth Intervention Team. Concerns may also be shared with partner agencies at multi-agency meetings or at the MACE.

RADICALISATION AND EXTREMISM (See Appendix 1)

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined 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'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. Pupils must be made aware of the dangers of radicalisation and extremism and how to report concerns.

All Academy staff receive training to help to identify signs of extremism using the Prevent strategy 'workshop to raise awareness of Prevent' training materials in accordance with the Counter Terrorism and Security Act 2015. Concerns about a young person should be reported using the agreed safeguarding procedures. The designated safeguarding lead should report these concerns to Channel.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)

Radicalisation

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

Further information on Preventing Radicalisation' has been included in *Keeping Children Safe in Education* in line with:

Prevent Duty Guidance: for England and Wales, published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

The Prevent Duty, Departmental advice for schools and childcare providers, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

ONE CHANCE RULE

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

Staff are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognised that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school 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.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and the General Data Protection Regulation (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

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Safeguarding / child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal.

Data Protection legislation does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

SPECIAL CIRCUMSTANCES

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures 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 authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has 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 guidance in *Keeping Children Safe in Education (July 2019) part three* available from the DSL.

Children staying with host families/home stay during exchange visits

The school may make arrangements for pupils to stay with a host family during a UK or foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (September 2018)*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a 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. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. (See *DSCB guidance for further information*).

ESW POLICIES RELATED TO SAFEGUARDING

ESW Acceptable Use Policy
ESW Appraisal (Teachers) Policy
ESW Attendance Policy
ESW Capability Policy
ESW Charging Policy
ESW Code of Conduct for Employees Policy
ESW Complaints Policy
ESW Data Protection Policy
ESW DBS Policy
ESW Disciplinary Procedure Policy
ESW E Safety Policy
ESW Equality & Diversity Policy
ESW Financial Administration Policy
ESW Flexible Working Policy
ESW Freedom of Information Policy
ESW GDPR Privacy Policy
ESW Gifts and Expenses Policy
ESW Health and Safety Policy
ESW Intimate Care Policy
ESW Leave of Absence Policy
ESW Managing Sickness Absence Policy
ESW Maternity and Adoption Policy
ESW Medical Conditions Policy
ESW Pay Policy
ESW Prevent Policy
ESW Recruitment Selection Policy
ESW Redundancy Policy
ESW Safeguarding Policy
ESW SEND Policy
ESW Sex and Relationships Policy
ESW Support Staff Probation Policy
ESW Staff Grievance Policy
ESW Support Staff Appraisal Policy
ESW Volunteers in Schools Policy
ESW Whistleblowing Policy

Additional information about specific forms of abuse and safeguarding issues.

Index
Children and Court System
Children missing from Education
Children with family member in prison
Child Sexual Exploitation
Child Criminal Exploitation County Lines
Domestic Abuse
Homelessness
Honour based violence
Female Genital Mutilation
The Prevent Duty
Peer on Peer Abuse
Sexual Violence and Sexual Harassment between children in schools and colleges

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links are explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance misuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child 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.

Procedures

- The Academy must have a named CSE lead
- All staff and volunteers must be made aware of child exploitation and the indicators of concern in order to identify and respond to concerns at an early stage.
- The curriculum should enable children to explore what makes a safe and healthy relationship. It should help children develop the awareness and skills to recognize and manage potential risks of harm, to stay safe and seek help if they need it.
- The Academy must work with other agencies in sharing warning signs, e.g. police, health, DWO, social care, reach team (Reducing Exploitation Absence Care Home)
- Concerns regarding CSE should be reported immediately to the senior designated safeguarding lead at the Academy.

Minimum expectations for our Academies:

- Annual CSE awareness raising training/briefing for all staff and volunteers inc. governors, specific training for care/pastoral staff,
- ensure staff are warned of the danger of making value judgements about pupils' behaviour (behaviour is the manifestation of something happening)
- Named lead for CSE
- CSE report included in annual report to Governors
- Evidence monitoring and evaluation by Governing Body and SLT
- CSE essential at induction
- Children are consulted and have input
- All Academies have an e.safety/cse section on their website for pupils, parents and staff
- PSHE curriculum for all pupils that provides regular and progressive content
- SRE
- Drugs and alcohol
- CSE, stranger danger, personal safety
- Online safety
- Self -esteem and citizenship
- Risk assessing
- Concept of safety
- Engagement with other agencies
- Schools to be held to account by DSCB/DCC for not completing or non-compliance on safeguarding audit or non-attendance at ICPC, core group meetings – sanctions imposed
- Two-yearly briefing for parents to include CSE and e.safety
- Robust transition packages at all stages including EY – KS1 and KS4-FE.
- Identification of vulnerable pupils with targeted intervention programmes including raising self-esteem and awareness
- recording of actions and outcomes
- Every child is empowered to say 'no' or 'stop'
- Robust intimate care procedures that are appropriate, respectful and minimise the potential for desensitisation
- All children have access to advocacy

Child Criminal Exploitation: county lines

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 and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Refuge what is domestic violence/effects of domestic violence on children
Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usually summaries the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support, as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation

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

Throughout the process comprehensive records should be kept of discussions held and decisions made in line with standard safeguarding practice. Please ensure that the Academy's DSL is kept updated as appropriate.

Cases of failure to comply with the duty are dealt with in accordance with staff disciplinary procedures. FGM is child abuse and employers and the professional regulators are expected to pay due regard to the seriousness of breaches of duty.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

FGM Mandatory reporting duty for teachers

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

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

Forced Marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact 020 7008 0151 or email fmfco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent Duty

All schools and colleges are subject to a duty under section 216 of the Counter-Terrorism and Security Act 2015 (the CTSA 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.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent Duty Guidance: for England and Wales especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

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. Guidance on Channel is available at Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual jokes or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation, coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

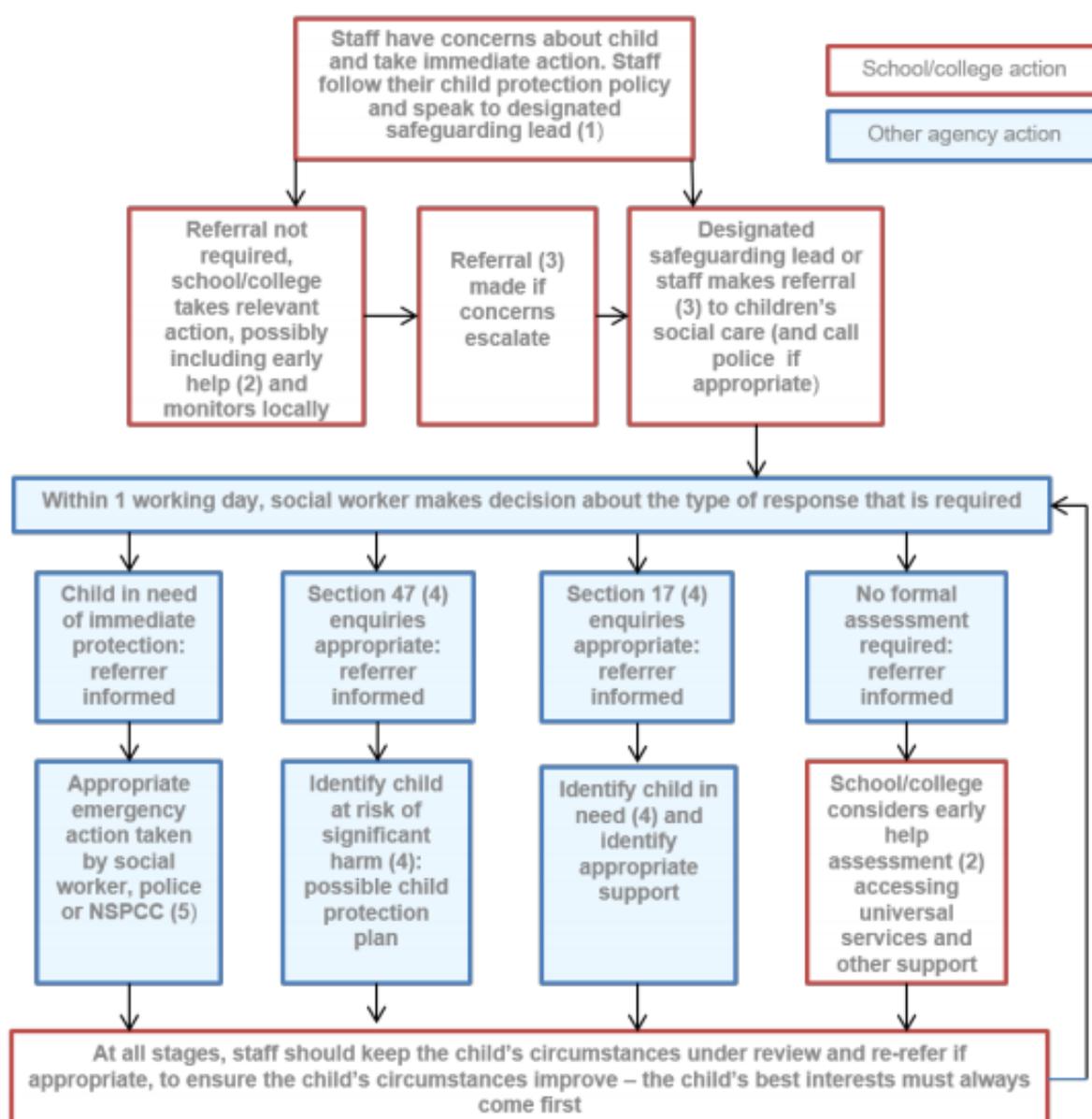
If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Keeping Children Safe in Education September 2018 Part 1, Page 12 and at the end of Appendix 1. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional Advice and Support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Role and Responsibilities of Designated Safeguarding Lead in each Academy

A senior member of staff from each Academy will be appointed as the DSL, they should be a member of the Senior Leadership Team. The DSL should take lead responsibility for safeguarding and child protection including on-line safety. Any deputies should be trained to the same standard as the DSL and in the absence of the DSL carries out the functions necessary to ensure the ongoing safety and protection of pupils. In the event of long term absence of the DSL the deputy will assume all the DSL functions.

The DSL must have the status and authority within the academy to carry out the duties of the post including committing resources and supporting and directing staff.

The DSL and deputies are most likely to have a complete picture and be the most appropriate person to advise on the response to individual safeguarding concerns. The DSL should take a holistic view of the situation in its wider context – this is known as contextual safeguarding.

Manage Referrals

Refers cases of suspected abuse to MASH

Refers cases to Channel (specifically for radicalisation/prevent)

Supports staff who make referrals to Children's Services/Channel

Refers cases where a person is discussed or left due to risk/harm to a child to the Disclosure and Barring Service as required

Refer cases where a crime may have been committed to the police as required.

Training

- The DSL and deputies must be appropriately trained to provide them with the knowledge and skills required to carry out their role.
- This training should be updated every 2 years and reviewed at regular intervals but at least annually to allow them to keep up with any developments relevant to their role.
- Has a working knowledge of DSCB procedures.
- Has an understanding of locally agreed processes for providing early help and intervention.
- Keep a record of staff attendance at Child Protection training and ensure it is regularly updated (to include Prevent training).
- Should undertake Prevent Awareness training.
- Understand the assessment process for providing early help and statutory intervention including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- Ensure all staff are aware of training courses and the schools child protection policies are known, understood and used appropriately.
- Ensure the school or colleges child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the LGB Governors and Board of Directors regarding this.
- Ensure all staff sign to indicate that they have read and understood the child protection policy.
- Ensure where reasonably possible the school or college should hold more than one emergency contact number for their pupils.
- Ensure parents are aware of the Academy's role in safeguarding and that referrals about suspected abuse and neglect may be made by the Academy.
- Understand and support the Academy with regard to the requirements of the prevent duty role to be able to provide advice and support to staff on protection children from the risk of radicalisation.

Work with Others

- Acts as a source of support and expertise to the Academy community
- Be alert to the specific needs of children in need, those with special education needs and young carers and liaise with staff especially pastoral support, school nurse and SENCO on matters of safety and safeguarding
- Notifies a child's social worker if a child's with a child protection is absent for more than 2 days without explanation.
- Attend and contribute to child protection conferences and co-ordinate the Academy's contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies including the DSCB.
- Lead on liaising with agencies and setting up inter-agency assessment with Early Help.
- Liaise with the nominated Governor and Principal (where the role is not carried out by the Principal) as appropriate especially ongoing enquiries under Section 47 of the Children's Act 1989 and Police Investigation.

- Work with local authorities to promote the educational achievement of registered pupils who are looked after under Sections 4 to 6 of the Children and Social Work Act 2017. This includes children who have left care through adoptions, special guardianship or child arrangement orders or who were adopted from stage care outside England and Wales.
- Liaise with the local authority personal advisor appointed to support care leavers.
- As required, liaise with the case management and the designated officers at the local authority for child protection concerns in cases which concern a staff member.

Child Protection file

- Keeps detailed written/electronic records of all concerns, ensuring that such records are stored securely and separate from a pupil's general file.
- Ensures that when a pupil leaves the Academy their child protection file is transferred to the new school or college as soon as possible. It should be transferred securely, confirmation of receipt provided and sent separately from the main file.
- Share appropriate safeguarding information with a new school in advance of a child leaving if this would allow the new school to continue supporting victims of abuse and have support in place when the child arrives.

Availability

During term time, the DSL or deputy should always be available during school hours. It is preferable that the DSL is available in person but in exceptional circumstances this may be via phone or skype. The DSL should arrange adequate and appropriate cover arrangements for any out of hours out of term activities.

In exceptional circumstances if the DSL or deputy is not available this must not delay appropriate action being taken. Staff should speak to a member of the leadership team or take advice from the local Children's Social Care Team. In these circumstances, any action taken must be shared with the DSL as soon as possible.

CHILD PROTECTION AWARENESS

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience:

Child missing from education

Child missing from home or care

Child sexual exploitation (CSE)

Bullying including cyberbullying

Domestic abuse

Drugs

Fabricated or induced illness

Faith abuse

Female genital mutilation (FGM)

Forced marriage

Gangs and youth violence

Gender-based violence/violence against women and girls (VAWG)

Honour based violence

Mental health issues

Private fostering

Radicalisation

Youth produced sexual imagery (sexting)

Teenage relationship abuse

Trafficking

Peer on peer abuse

Serious violent crime

Child of Child Sexual Violence and Sexual harassment (see Appendix 1 for details)

Staff are aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognised that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

Four categories of abuse

Physical abuse

Physical abuse is 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Neglect

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

- provide adequate food, 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.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. Staff are encouraged to use Devon's Threshold Tool.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some

children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

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

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the **welfare concern form / safeguarding record log** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL immediately.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils' staff should:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil's mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe.....
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **record of concern form/CPOMS** and hand it to the designated person
- seek support if they feel distressed

RECORD KEEPING

The safeguarding/child protection file contains the following (either electronically via CPOMS or a paper-based file held securely):

- A record of the pupil's core data – a copy of the SIMS/CMIS data is ideal for this
- **Chronology:** a log of your day-to-day contacts with social care and other agencies, it can be extremely beneficial to devise a system for doing this. It is expected that all agencies are proactive in making referrals where they have concerns about a child and check up on any referral that is made. You cannot do this unless you keep a clear log of dates, times and conversations.
- Safeguarding record logs to include:
 - date (including year) and time of the event/concern;
 - the nature of the concern raised;
 - the action taken and by whom
 - outcome of any action
 - Name and position of the person making the record
- Remember that your informal notes can be requested as evidence and whatever you write, you should be aware that at some point they might be viewed by another audience. Abbreviations are fine and handwriting and presentation will not be marked. However, objectivity and professionalism should always be kept in mind when recording.
- Minutes of meetings with parents/carers, professionals, Academy staff.
- Confidential minutes of meetings e.g. Case Conferences (these should be destroyed once the child is no longer the subject of CP concerns).
- Reports for meetings.
- A Genogram (optional)
- A log of contact with parents – this is particularly important when you are seeking permission from a parent for a referral to take place – failure to contact a parent should not preclude contacting social care where you have concerns.
- Correspondence including copies of all emails.
- In the case of disclosure, the record should also include:
 - as full an account as possible of what the child said;
 - an account of questions put to the child;
 - time and place of disclosure;
 - who was present at the time of disclosure;
 - the demeanour of the child; where the child was taken and where returned to at the end of disclosure.

DBS POLICY

1. Principles

A Disclosure & Barring Service (DBS) check is required for the entire Trust workforce and for other adults in the Trust involved **either** in regulated activity as follows:

- Once a week or more, on an on-going basis
- 4 or more times in a 30-day period
- Overnight between 2am-6am

or involving unsupervised contact with individual/groups of children on any occasion.

DBS checks do not carry a pre-determined period of validity. No further checks are legally required for any staff unless a person has a break in service of more than three months (long-term medical absence, maternity and paternity leave do not constitute a break in service). The information on a DBS check reflects what was available at the time it was issued and it is recommended good safeguarding practice to recheck DBSs on a periodical basis. Latest Government recommendations are that DBS checking is reduced to common sense levels to eliminate the requirement for individuals to hold numerous DBS disclosures for each workplace where they carry out similar roles.

The Trust complies with the code of practice and the Data Protection Act 1998 and the General Data Protection Regulation (2016) for the correct handling, use, storage, retention and disposal of certificates and certificate information.

2. Practice

2.1. Using a previously-issued DBS check does not constitute a fresh DBS check - the person's criminal record or other relevant information may have changed since its issue. For this reason, all contracted staff are required to have a DBS check carried out by the Trust as a condition of employment. It is a condition of employment for all employees in posts which are subject to a DBS disclosure to disclose any pending criminal proceedings for which they have been formally charged, any criminal conviction, caution, reprimand, bind-over or final warning received during the course of their employment and for this reason the Governors have decided that rechecking of contracted staff is not necessary.

2.2 Casual staff including supply teachers, governors, examination invigilators, volunteers, minibus drivers, peripatetic music teachers, contractors, and other visitors to each Academy who meet the triggers for a DBS check are required to provide evidence of a relevant DBS check issued for the same client group and/or a similar role. Where such checks are not available, the person concerned must complete a DBS application form and be in receipt of the Disclosure Certificate before undertaking any role. In compliance with the requirements for DBS checks, the Trust only requests DBS checks for those people meeting the triggers and not in any other situations. The Trust rechecks casual staff, using these guidelines, every 3 years.

2.3 Governors are checked on appointment in accordance with the Articles of Association and Government legislation.

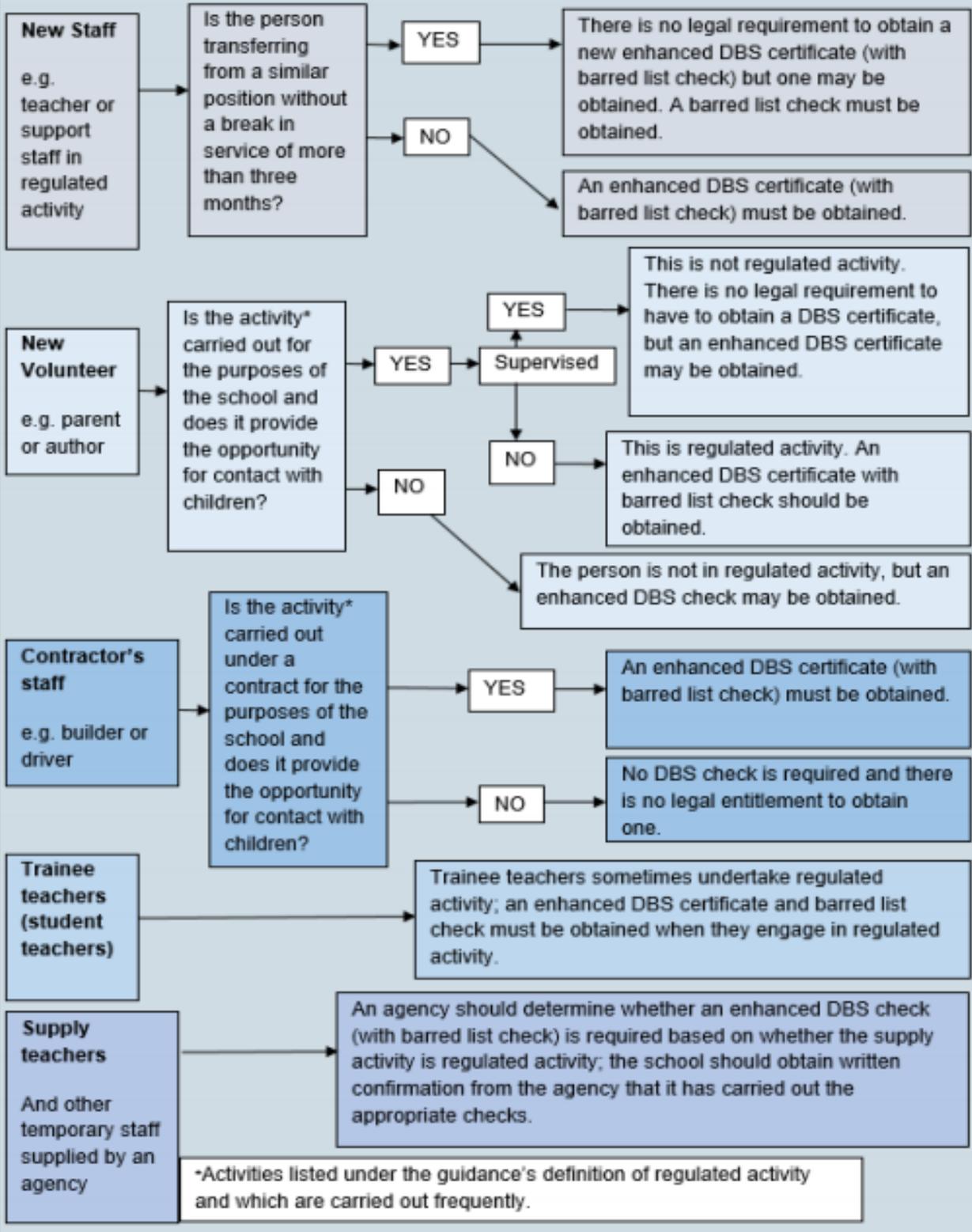
2.4 All DBS check information is held centrally on the Trust's Single Central Record (SCR).

2.5 When a member of staff is ready to start but the enhanced DBS check has not yet been received from the relevant registered body, the relevant school's Principal may allow the person to start work as long as a DBS first check is carried out and an appropriate risk assessment and safeguards put into place. No unvetted person is left unsupervised with children at any time.

2.6 Handling and Storage

- Certificate information is kept in lockable, non-portable containers with access strictly contained and limited to those who are entitled to see it as part of their duties.
- Certificate information is only used for the specific purpose for which it is requested and for which the applicant's full consent has been given.
- Once a recruitment decision has been made, certificate information is not kept for longer than six months. In exceptional circumstances if it is considered necessary to keep the certificate information for longer than six months, the DBS is consulted about this.
- We will ensure that DBS certificate information is securely destroyed. We do not keep a copy or image of the certificate but may keep a record of the date of issue, name of the subject, type of certificate requested and position for which the certificate was requested, the unique reference number and details of the recruitment decision.

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS





For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

www.devon.gov.uk/mash-enquiryform.doc

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team – out of hours

0845 6000 388

Police – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964

Or

<http://www.devon.gov.uk/lado>

Early Help Contact Details

0345 1551071

Northern Devon: Earlyhelpnorthsecure-mailbox@devon.gov.uk

Southern Devon: Earlyhelpsouthsecure-mailbox@devon.gov.uk

Mid and East Devon: Earlyhelpmideastsecure-mailbox@devon.gov.uk

Exeter: Earlyhelpexetersecure-mailbox@devon.gov.uk

Individual Academy Roles and Responsibilities BLACKAWTON PRIMARY SCHOOL	
Key Personnel	
The Senior Designated Safeguarding Lead is	Rachel Burris rachel.burris@blackawtonprimary.org.uk 01803 712363
The Deputy Designated Safeguarding Lead is	Charlotte Buckle charlotte.buckle@blackawtonprimary.org.uk 01803 712363
The named Safeguarding Governor is	Liz Matthews c/o emma.mcquitty@educationsouthwest.org.uk 01548 852641 ext 2502
The Head of School is	Rachel Burris rachel.burris@blackawtonprimary.org.uk 01803 712363

GLOSSARY AND TERMINOLOGY

DSCB	Devon Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MACE	The Missing and Child Exploitation Forum
PSHE	Personal, Social, Health and Economic Education
DBS	Disclosure and Barring Service
DAF	Devon Assessment Framework
SRE	Sex and Relationship Education
REACH	Reducing Exploitation and Absence from Care or Home
DfE	Department of Education
SMSC	Spiritual, Moral, Social and Cultural Education
SEN	Special Educational Needs
FGM	Female Genital Mutilation
CSE	Child Sexual Exploitation
ICPC	Initial Child Protection Conference
EY	Early Years
KS	Key Stage
FE	Further Education
SLT	Senior Leadership Team
LADO	Local Authority Designated Officer
DSL	Designated Senior Lead
SMCS	Spiritual, moral, cultural, social and education
KCSiE	Keeping Children Safe in Education
HBV	Honour based violence

Terminology

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 the 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 suffering significant harm.

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

Child includes everyone under the age of 18.

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