# Child Protection and Safeguarding Policy

September 2021

# CONTENTS

# DOCUMENT CONTROL

## Who is this policy for?

This policy is for:

- Delta Academy staff
- Delta Core staff

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent.

## Protective marking

Not protectively marked.

## Review date

This policy will next be reviewed before the end of September 2022.

## Revision History

| REVISION | DATE | DESCRIPTION | AUTHOR |
|---|---|---|---|
| 1 | Sept 2018 | Policy issued. | Sarah Gill |
| 2 | Sept 2019 | Revised policy published after changes approved. | Sarah Gill |
| 3 | Sept 2020 | Revised policy published after changes approved. | Sarah Gill |
| 4 | March 21 | Update | Sarah Gill |
| 5 | July 21 | Update | Zoe Bidmead |

# 1. IMPORTANT SAFEGUARDING CONTACTS

| | Name, email and telephone number |
|---|---|
| Designated Safeguarding Lead (DSL) | |
| Deputy Designated Safeguarding staff | |
| Designated AAB Member | |
| Local Authority Designated Officer (LADO) | |
| Assistant Director, Children/pupils Specialist Services | |
| Safeguarding Advisor (LA) | |
| Referral and Response / Front Door services/ MASH Team (Emergency Duty Team) | |
| Out of hours Emergency Team | |
| CME Team<br>Children missing education | |
| CSE Team<br>Child sexual exploitation | |
| Early Help Team/Hub | |
| Prevent local contact | |
| Local Police – PCSO link | |
| School Nursing service | |
| Sexual Health Team | |
| Drug and alcohol services | |

# 2. INTRODUCTION

**THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS:** (INSERT NAME). In the event of absence, (INSERT NAME) is available, as are (INSERT NAME) and (INSERT NAME).

**2.1** (ACADEMY NAME) fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

**2.2** There are a number of main elements to our policy:

- Prevention through the teaching and pastoral support offered to pupils/students;
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils/students, Academy staff are well placed to observe the outward signs of abuse;
- Support for pupils/students who may have been abused;
- Recording incidents, issues and concerns over time.

**2.3** Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

# 3. PREVENTION

**3.1** We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

- Establish and maintain an ethos where pupils/students feel secure and are encouraged to talk and are listened to;
- Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;
- Include in the curriculum, activities and opportunities for PSHE which equip pupils/students with the skills they need to stay safe from abuse and to know who to turn to for help;
- Include, in the curriculum material, relationship education (Primary) relationship and sex education (Secondary) which will help pupils/students develop realistic attitudes to the responsibilities of adult life.

# 4. PROCEDURES

**4.1** We will follow the procedures set out in Interagency Procedures produced by the [INSERT LOCAL AUTHORITY] Safeguarding Childrens Partnership (XXSCB)

'Working Together to Safeguard Children/pupils July 2018'

Working_Together_to_Safeguard_Children-2018.pdf

'Keeping Children Safe in Education September 2021'

Keeping children safe in education - for schools and colleges (publishing.service.gov.uk)

'What to do if You are Worried a Child is being Abused March 2015'

also available online at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

**4.2** The Principal/Head of Academy will:

- ensure it has a DSL who has undertaken the appropriate training, has their DSL role in their job description and is given appropriate time to conduct their duties as required;
- recognise the role of the DSL and ensure supervision and ongoing training;
- ensure that the DSL works closely with senior mental health leads*;
- ensure every member of staff knows:
    1. the name of the designated person and deputies and his/her role;
    2. that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
    3. they understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse;
- ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;
- ensure that pupils/students in the Academy know the name of the designated person and his/ her role;
- provide training for all staff so that they know:
    1. their personal responsibility;
    2. the relevant parts of the [XXLSCP] procedures;

3. the need to be vigilant in identifying cases of abuse;
4. how to support a child who discloses abuse;

- ensure **All staff, including AAB who work directly with children are given and should read at least Part one of KCSIE guidance 2021. Staff or AAB who do not work directly with children <u>are given and read either Part one or Annex A</u> (a condensed version of Part one)** of 'Keeping Children Safe in Education' September 2021 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A copy is uploaded to the Library in CPOMS, staff will be alerted and will confirm they have read and understood it. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document.

- ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

- ensue all staff are asked annually to complete the required Educare training modules which will include Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course in addition to receiving face to face training in their setting.

- ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.

- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via e mail, e-bulletins and staff meetings)

- For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
  1. it should have to exclude a student either for a fixed term or permanently;
  2. there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days duration from Academy (or one day following a weekend).

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;

- ensure written reports are provided for ICPCC's and child protection meetings;

- keep written records of any concerns about pupils/students (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;

- ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;

- adhere to the procedures set out in the [XXLSCP] Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- designate an Academy Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (XXXXXXXXX);
- ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day.  The LADO will then decide what action to take.  Contact details and referral pathway are detailed on the [XXLSCP] website and are referred to here for your reference: [INSERT HYPERLINK HERE].
- ensure that any concerns regarding supply staff are fully investigated and reported to the agency and the LADO to determine a suitable outcome.

Safeguarding advisor : [INSERT NAME, PHONE AND EMAIL CONTACT DETAILS HERE]

LADO Contact Details

Where appropriate, a referral should be sent to the LADO using the [INSERT FULL DETAILS OF LOCAL REFERRAL ARRANGEMENTS HERE].


# 5. SUPPORTING PUPILS/STUDENTS AT RISK

**5.1** We recognise that pupils/students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

We recognise that both children's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.

We recognise the additional safeguarding challenges SEND children can face and the potential barriers to identifying abuse and neglect in this group of children. This might include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

**5.2** The Academy will endeavour to support the pupil/student through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the Academy ethos, which promotes a positive, supportive and secure environment;
- the <mark>Care, Support, Guidance and Behaviour Policy</mark> which is aimed at supporting all pupils though high expectations and positive reinforcement;
- liaison with other agencies who support the pupils/students;
- keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the pupils/students and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.

**5.3** When a new pupil arrives at the Academy, a communication will be sent to their previous school requesting a copy of the child protection file and asking if the pupil is subject to a Child Protection Plan.  When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at <mark>INSERT HYPERLINK HERE.</mark>

### 5.4 BULLYING

Our policy on bullying is set out in the <mark>Peer on Peer Abuse</mark> Policy, which is reviewed on a two yearly cycle by the Academy Advisory Body.

### 5.5 PHYSICAL INTERVENTION

We recognize that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people.  This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

**5.6** Further Guidance on physical intervention forms part of the academy Positive Handling Policy.

### 5.7 CONFIDENTIALITY

- We recognise that matters related to safeguarding may be of a confidential nature.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with [INSERT LOCAL AUTHORITY CONTACT] on this point.
- The Principal/Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Schools should not under the GDPR, as supplemented by the Data Protection Act 2018, provide pupils' education data where the serious harm test under that legislation is met. Therefore, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

### 5.8 INDUCTION

- All newly appointed staff receive induction and training in safeguarding and child protection and are also expected to complete the Trust online training courses, including GDPR and Prevent Duty online awareness course.
- All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- The programme of induction must include:

1. a full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the care support guidance and behaviour policy;
2. a full explanation of the Trust's HR procedures relating to disciplinary issues;
3. information about the Trust's complaints, conflict resolution and whistle-blowing policies;
4. information about safe practice and the arrangements in place to support staff in their work;
5. an introduction to the Academy's child protection policies and procedures; The Child Protection Policy;
6. an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Partnerships (LSCP);
7. an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
8. child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCP);
9. a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;
10. understanding of the Safeguarding Policy and staff code of conduct;
11. the eSafety Policy;
12. the safeguarding response to children who go missing from education.

- Please see Trust Induction Policy and E-Safety Policy.

## 5.9 SUPPORTING STAFF

We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## 5.10 ALLEGATIONS AGAINST STAFF

- All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils/students or parents to be conducted in view of other adults, where possible.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

- We understand that a pupil/student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils/students, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- The Principal will work with other agencies to investigate if they become aware that someone who works /has worked in the school has behaved or may behave in a way that indicates that they may not be suitable to work with children. This includes agency staff and volunteers.
- If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.

The Academy will follow the Trust procedures for dealing with allegations against staff.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead alongside the Principal or relevant senior staff should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help.

If a report is shown to be deliberately invented or malicious, the academy, should consider whether any disciplinary action is appropriate against the individual who made it as per the care support guidance and behaviour policy

### 5.11 WHISTLE-BLOWING

All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.

Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor ID badges.

If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included below.

For the avoidance of doubt the Four R process requires the following:

- **R –** refer to Designated Safeguarding Lead

- **R –** request an update of action from Designated Safeguarding Lead

- **R –** if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team

- **R –** ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website.

Please see the Trust whistleblowing policy.

## 5.12 RACIST INCIDENTS

Our policy on racist incidents is in line with the Safeguarding Childrens Partnership [XXXXXINSERT REFERENCE HERE].  We record all racist incidents on CPOMS.

## 5.13 RADICALISATION AND EXTREMISM

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education.  Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

## 5.14 RESPONSE

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures.  If the matter is urgent, then Police must be contacted by dialing 999.  In non-urgent cases where police advice is sought then dial 101.  The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264).  A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

## 5.15 FEMALE GENITAL MUTILATION (FGM) and other such practices

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003).  From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status.  Please refer to the Home Office and DfE procedural information, for full details

[https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.)

- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.
- The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

## 5.16 CHILD SEXUAL EXPLOITATION (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
- Some of the following signs may be indicators of sexual exploitation:
  1. Children who appear with unexplained gifts or new possessions;
  2. Children who associate with other young people involved in exploitation;
  3. Children who have older boyfriends or girlfriends;
  4. Children who suffer from sexually transmitted infections or become pregnant;
  5. Children who suffer from changes in emotional well-being;
  6. Children who misuse drugs and alcohol;
  7. Children who go missing for periods of time or regularly come home late; and
  8. Children who regularly miss school or education or do not take part in education.

- Like all forms of child sex abuse, child sexual exploitation:
  1. 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;
  2. can still be abuse even if the sexual activity appears consensual;
  3. can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
  4. can take place in person or via technology, or a combination of both;
  5. can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
  6. 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);
  7. 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
  8. 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.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

## 5.17 CHILD CRIMINAL EXPLOITATION (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others

Often the indicators of both child criminal and sexual exploitation are the same

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are:

- children who go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap
- house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

The Academy will endeavour to support the pupil/student through:

1. The content of the curriculum which promotes respect for others and the values and principles of the school;
2. Targeted assemblies, keeping ourselves safe online - online safety guidance, PSHE and RSE work to year groups and forms to respond to identified needs within the Academy;
3. The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
4. Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

## 5.18 PEER ON PEER/ CHILD ON CHILD BULLYING AND ABUSE

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that all children are capable of abusing their peers or other children. This is most likely to include, but may not be limited to:

- bullying (including cyber bullying);
- Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals; and
- gender based violence/sexual assaults and sexting.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression

The academy recognizes the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. 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. This behaviour will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

The Academy will endeavour to support the pupil/student through:

- the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- the care, support, guidance and behaviour policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- The pastoral team will support individual students, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- (academy name) will follow statutory guidance as per
  Keeping children safe in education - for schools and colleges (publishing.service.gov.uk)

**All incidents of Peer-on-Peer abuse will be investigated in line with the Peer-on-Peer Abuse policy and appropriate action taken in line with the Trust CSGB Policy**

## 5.19 SERIOUS VIOLENCE

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

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm
- a significant change in wellbeing ,
- or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## 5.20 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Academies should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Academy staff should maintain an attitude of 'it could happen here'

Where an incident or sexual violence or sexual harassment may have been committed, the starting principle is that this must be referred on to the police. See additional information in the Peer on Peer Abuse Policy and Care Support and Behaviour Policy

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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 or their experience minimised

## 5.21 PREVENTION

We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.

We recognise that both children's mental as well as physical health are relevant to safeguarding. <mark>Staff will consider when a mental health issue may become a safeguarding concern.</mark>

The Academy will therefore:

- work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
- include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;
- ensure that all children/pupils know who the designated safeguarding officer is;
- include safeguarding across the curriculum, including PSHE, RSE, opportunities which equip children/pupils with the skills they need to stay safe from harm;
- ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
- provide on- going training to staff to ensure they have the skills to recognize and support children. (Keeping Children Safe in Education Part 1 contains further information about specific forms of abuse and safeguarding issues) [Keeping children safe in education - for schools and colleges (publishing.service.gov.uk)](https://publishing.service.gov.uk)

## <mark>5.22</mark> CHILDREN MISSING FROM EDUCATION (CME)

We recognise the potential for children to be exploited when they are missing from education. <mark>Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation</mark>

The Academy will therefore;

- <mark>INSERT ACADEMY NAME</mark> monitors the attendance of children through their registers.
- When a child is absent from school the academy will make contact with the parent, relatives and neighbours using known contact details.
- We will hold where possible, more than one emergency contact number for pupils.
- Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.

- When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support [Children Missing Education - statutory guidance.pdf](Children_Missing_Education_-_statutory_guidance.pdf)

**5.23 ELECTIVE HOME EDUCATION (EHE)**

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home.   [ACADEMY NAME]    will obtain written confirmation of this in line with DFE expectations and appropriate steps will be put in place in response to this decision. A meeting should be held with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

# 6. ALTERNATIVE PROVISION

**6.1** Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil.   [ACADEMY NAME]    will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

**6.2 MONITORING AND EVALUATION**

The cohort of pupils in Alternative Provision often have complex needs, it is important that we are aware of the additional risk of harm that their pupils may be vulnerable to.

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- AAB
- Logs of incidents (CPOMS)
- Parent voice

# 7. THE ROLE OF THE AAB

**7.1** The AAB understands that their role is not to deal with individual cases.

**7.2** The AAB will ensure that:

- the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;
- the Academy reviews policies and procedures on an annual basis.

**7.3** The Principal/Head of Academy will ensure that:

- the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;
- the Academy has procedures for dealing with allegations of abuse against members of staff, agency staff and volunteers that comply with guidance from the LA;
- a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;
- the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Partnership and has appropriate refresher training to keep knowledge and skills up to date;
- all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

# 8. RECRUITMENT

**8.1** The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

**8.2** The DSLs who are involved in recruitment and at least one member of the AAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

# 9. VISITORS TO THE ACADEMY

**9.1** Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

# 10. REVIEW

**10.1** This policy will be reviewed annually, or when there are changes to relevant legislation.

# 11. APPENDIX 1 – LINKS TO OTHER POLICIES

**11.1** This policy also links to policies on:

- Behaviour

- Code of Conduct

- Whistleblowing

- Peer on Peer Abuse

- Health & Safety

- Allegations against staff

- Parental concerns/complaints

- Attendance

- Curriculum

- PSHE

- Teaching and Learning

- Supporting pupils with medical conditions

- Drug Education

- Relationships and Sex Education

- Positive Handling Policy

- E-Safety

- Safer Recruitment

Further advice on child protection is available from:

- NSPCC:  http://www.nspcc.org.uk/

- Childline: http://www.childline.org.uk/pages/home.aspx

- CEOPSThinkuknow: https://www.thinkuknow.co.uk/

- Anti-Bullying Alliance:  http://anti-bullyingalliance.org.uk/

- Sexual violence and harassment between children in schools and colleges Sexual_violence_and_sexual_harassment_between_children_in_schools_and _colleges.pdf

- UKCCIS sexting

- Whistleblowing

- Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.


DFE Working together to safeguard Children

 Working Together to Safeguard Children-2018.pdf


DFE – Keeping Children/pupils Safe in Education

Keeping children safe in education - for schools and colleges (publishing.service.gov.uk)

DFE – Prevent Duty June 2015

[prevent-duty-departmental-advice-v6.pdf](prevent-duty-departmental-advice-v6.pdf)

DFE – What to Do if You're worried a Child is being abused March 2015

[What_to_do_if_you_re_worried_a_child_is_being_abused.pdf](What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

# 12. APPENDIX 2 – GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party.

Children may be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

We recognise that children's mental health as well as physical health are relevant to safeguarding.

The health, safety and protection of a child are paramount.

**PHYSICAL ABUSE**

Physical abuse could include any form of physical harm to a child.

**EMOTIONAL ABUSE**

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children/pupils
- making children/pupils feel frightened or in danger

**SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include

non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

**NEGLECT**

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

**BULLYING**

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

**SELF HARM**

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

**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 criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues is contained in Part 1 : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this document: [Keeping children safe in education - for schools and colleges (publishing.service.gov.uk)](publishing.service.gov.uk)

**SENIOR MENTAL HEALTH LEADS**

The senior mental health lead role is not mandatory and different senior leads will inevitably have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities. However, we expect a senior mental health lead in every academy and will be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or designated safeguarding lead.