



Safeguarding and Child Protection Policy

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(This policy supersedes all previous Safeguarding and Child Protection Policies)

Amendments

Policy Date	New Version Number	Summary of change	Comments

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1. Policy statement and principles

1.1 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.

1.2 Each Academy's safeguarding arrangements are inspected by Ofsted under the judgements for Personal Development, Behaviour and Welfare and leadership and management.

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

1.4 Our core safeguarding principles are:

- the 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.

1.5 Child protection statement

1.6 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.

1.7 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 the Academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the Academy's safeguarding portfolio

2. Safeguarding legislation and guidance

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 The statutory guidance **Working Together to Safeguard Children March 2015** 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.
- 2.5 The statutory guidance **Keeping Children Safe in Education September 2016** 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 and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)

- 2.6 All staff must read Part One of this guidance which is issued to all staff and/or available from the administrative office.
- 2.7 **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.
- 2.8 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.
- 2.9 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.

3. Responsibilities

- 3.1 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
 - support the individual Academy's designated safeguarding leads in fulfilling their responsibilities
 - have the status and authority to fulfil all the roles of the individual Academy designated safeguarding leads if required
- 3.2 Each Academy Designated Safeguarding Lead:
- has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff
 - is appropriately trained, with updates every two years. Knowledge should be updated at regular intervals but at least annually.
 - acts as a source of support and expertise to the Academy community
 - encourages a culture of listening to children and taking account of their wishes and feelings
 - is alert to the specific needs of children in need, those with special educational needs and young carers
 - has a working knowledge of DSCB procedures

- makes staff aware of training courses and the latest policies on safeguarding locally and nationally
- has an understanding of locally agreed processes for providing early help and intervention
- keeps detailed written and electronic records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to MASH
- Support staff who make referrals to children's services / Channel
- Refers cases to Channel
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil leaves the Academy, their child protection file is copied and one of the copies is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the Academy's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the DSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with LGB governors and Board directors regarding this
- liaises with the nominated governor and Principal (where the role is not carried out by the Principal) as appropriate
- keeps a record of staff attendance at child protection training and ensures it is regularly updated to include prevent training
- makes the child protection policy available publicly, on the Academy website or by other means
- ensures parents are aware of the Academy's role in safeguarding and that referrals about suspected abuse and neglect may be made
- Understand and support the Academy with regards to the requirements of the prevent duty to be able to provide advice and support to staff on protecting children from the rise of radicalisation
- During term time the designated safeguarding lead or a deputy should always be available during school hours. It is preferable that the Designated Safeguarding Lead is available in person but in exceptional circumstances this may be via phone or Skype. The Designated Safeguarding Lead should arrange adequate and appropriate cover arrangements for any out of hours / out of term activities

3.3 The deputy designated person(s):

3.4 Are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

3.5 The Trust Board and Local Governing Body (LGB):

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

- 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 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, staff behaviour policy and part one of Keeping Children Safe in Education (May 2016)
- 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 as part of a broad and balanced curriculum.

3.7 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

3.8 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.

3.9 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.

3.10 The Principal:

- 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.

3.11 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 action;
- 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 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.

4. Good practice guidelines and staff code of conduct

4.1 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

5. Abuse of position of trust

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

- 5.2 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.

6. Children who may be particularly vulnerable

- 6.1 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.

- 6.2 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
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- 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

- 6.3 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

7. Missing children

- 7.1 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.
- 7.2 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.
- 7.3 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 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.

8. Children Missing Education Statutory Guidance September 2016

- 8.1 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 Sexual Exploitation forum** (MACSE) when appropriate.

9. Value supporting children

- 9.1 Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons 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.

10. Safe School – Safe Staff

10.1 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 the 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 been 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;
- The 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 the 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 2016 and will sign to say they have read and understood it;

11. Support for those involved in a child protection issue

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

11.2 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.

12. Complaints Procedure

12.1 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.

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

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

13. Whistle blowing if you have concerns about a colleague

- 13.1 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.
- 13.2 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.
- 13.3 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.

14. Allegations against staff

- 14.1 When an allegation is made against a member of staff, 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.
- 14.2 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.
- 14.3 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
- 14.4 The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, July 2016)* and in the Academy's Managing Allegations policy and procedures
- 14.5 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

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

15. Staff Training

- 15.1 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.
- 15.2 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.
- 15.3 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.

16. Safer Recruitment

- 16.1 Each Academy endeavours to ensure that it does its utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (July 2016) together with the ASW Staff Recruitment policy and procedures.
- 16.2 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 for those engaged in Regulated Activity
 - if offered employment, provide evidence of their right to work in the UK
 - be interviewed, if shortlisted.
- 16.3 Each Academy follows the procedures for the safe recruitment of staff as outlined in the ASW Recruitment Policy.
- 16.4 At least one member of each recruitment panel will have attended safer recruitment training.

- 16.5 All new members of staff undergo an induction that includes familiarisation with the Academy's child protection policy and staff behaviour policy and identification of their child protection training needs.
- 16.6 All staff sign to confirm they have received a copy of the relevant safeguarding policies and procedures.
- 16.7 All relevant staff (involved in early year's settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation.
- 16.8 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.
- 16.9 Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.
- 16.10 Each Academy maintains a single central record of recruitment checks undertaken.

17. Regulated Activity

- 17.1 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 2016) part three.

18. Volunteers

- 18.1 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.

19. Supervised Volunteers

- 19.1 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.

20. Contractors

- 20.1 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

21. Site security

- 21.1 Visitors to the Academy, including contractors, are asked to sign in and are given a 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 the 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.

22. Extended school and offsite arrangements

- 22.1 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.
- 22.2 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.

23. Photography and Images

- 23.1 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.
- 23.2 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.

24. Online Safety

- 24.1 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, MSN, Tumblr, snap chat 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.
- 24.2 Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.
- 24.3 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. The policy covers three areas of use
- 24.4 Content: being exposed to illegal, inappropriate or harmful material
- 24.5 Contact: being subjected to harmful online interaction with other users
- 24.6 Conduct: personal online behaviour that increases the likelihood of or cause of harm
- 24.7 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
- 24.8 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
- 24.9 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.
- 24.10 All staff receive regular online safety training.

24.11 Youth Produced Sexual imagery (Sexting)

24.12 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.

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

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

24.15 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.

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

24.17 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'.

24.18 STAFF / PUPIL RELATIONSHIPS ONLINE

24.19 The 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 our online safety policy.

25. Child protection procedures

25.1 Recognising abuse

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

25.3 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.

25.4 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)
 - Mental health
 - Private fostering
 - Radicalisation
 - Youth produced sexual imagery (sexting)
 - Teenage relationship abuse
 - Trafficking
 - Peer on peer abuse

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

25.6 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.

25.7 Four categories of abuse

25.8 Physical abuse

25.9 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).

25.10 Emotional abuse

25.11 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.

25.12 Sexual abuse

25.13 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.

25.14 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:

- 25.15 provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- 25.16 protect a child from physical and emotional harm or danger;
- 25.17 ensure adequate supervision (including the use of inadequate care-givers); or
- 25.18 ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 25.19 Definitions taken from *Keeping Children Safe in Education* July 2016.

26. Bullying

- 26.1 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.
- 26.2 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.

27. Indicators of abuse

- 27.1 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.

27.2 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.

27.3 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'

27.4 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.

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

28. Impact of abuse

28.1 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.

29. Taking action

29.1 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".

29.2 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.

29.3 If you are concerned about a pupil's welfare

29.4 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.

29.5 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.

29.6 Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/DAF process

30. If a pupil discloses to you

- 30.1 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.
- 30.2 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.
- 30.3 During their conversations with the pupils' staff:
- 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

30.4 Notifying parents

30.5 The Academy normally seeks to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

30.6 However, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

31. Enquiry to MASH

31.1 The DSL will make an enquiry to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

31.2 Any member of staff may make a direct enquiry to children's social care if they genuinely believe independent action is necessary to protect a child. See Appendix 4.

32. Children with sexually harmful behaviour

32.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **antibullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

32.2 The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole Academy community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

33. Sexual exploitation of children

33.1 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.

- 33.2 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.
- 33.3 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.
- 33.4 The Academy engages with and makes referrals to the MACSE 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.

34. Female genital mutilation

- 34.1 FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
- 34.2 FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.
- 34.3 In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See Academy DSL, DSCB guidance or the Home Office procedural information available from the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info<https://www.gov.uk/government/uploads/system/uploads/attachm>

- 34.4 The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:
- are informed by a girl under 18 that an act of FGM has been carried out on her, or
 - observe 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 that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- 34.5 Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- 34.6 Reports under the duty should be made as soon as possible after a case is discovered and you should act with at least the same urgency as is required by local safeguarding processes. Where you become aware of a case, the legislation requires you to make a report to the police force area within which the girl resides. The legislation allows for reports to be made orally (by calling 101) or in writing.
- 34.7 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.
- 34.8 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.
- 34.9 What is FGM?
- 34.10 It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

34.11 **4 types of procedure:**

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

34.12 **Why is it carried out?**

34.13 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

34.14 Is FGM legal?

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

34.16 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 Leon, 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

34.17 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

34.18 The 'One Chance' rule

34.19 As with Forced Marriage there is the 'One Chance' rule. It is essential that action is taken **without delay**.

35. Forced marriage

35.1 A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

35.2 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

35.3 Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

35.4 Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. *(See DSCB guidance for further information.)*

36. Radicalisation and extremism

36.1 The Prevent Duty for England and Wales (2105) 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.

- 36.2 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.
- 36.3 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.
- 36.4 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.
- 36.5 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.
- 36.6 When any member of staff has concerns that a pupil may be at risk or 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).
- 36.7 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 SMCS (spiritual, moral, social and cultural education) in Schools (2014)
- 36.8 **Radicalisation**
- 36.9 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).

- 36.10 **Further information on Preventing Radicalisation'** has been included in *Keeping Children Safe in Education* in line with:
- 36.11 **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).
- 36.12 **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

37. Domestic abuse

- 37.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 37.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 37.3 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 37.4 Living a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of a healthy, positive relationship. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

38. Honour-based violence

- 38.1 Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other

social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

- 38.2 Honour based violence might be committed against people who:
- Become involved with a boyfriend or girlfriend from a different culture or religion;
 - Want to get out of an arranged marriage;
 - Want to get out of a forced marriage;
 - Wear clothes or take part in activities that might not be considered traditional within a particular culture.
- 38.3 It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

39. One Chance Rule

- 39.1 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.
- 39.2 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.

40. Private fostering arrangements

- 40.1 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.
- 40.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- 40.3 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

- 40.4 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).*

41. Confidentiality and sharing information

- 41.1 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.
- 41.2 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.
- 41.3 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 (July 2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.
- 41.4 Child protection information will be stored and handled in line with the Data Protection Act 1998.
- 41.5 Information sharing is guided by the following principles. The information is:
- necessary and proportionate
 - relevant
 - adequate
 - accurate
 - timely
 - secure
- 41.6 Information sharing decisions will be recorded, whether or not the decision is taken to share
- 41.7 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.
- 41.8 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.

41.9 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.

41.10 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, 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.

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

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

42. Reporting directly to child protection agencies

42.1 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.

43. Related safeguarding portfolio policies

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care

- Complaints procedure
- Tackling bullying
- Physical contact
- Safe working practice
- Whistleblowing
- SEN
- Missing children
- Recruitment and selection
- Managing allegations
- Grievance and disciplinary
- Staff/pupil online communication
- Hand held devices
- Confidentiality and information sharing
- Sexual exploitation
- FGM
- Forced marriage
- Preventing Radicalisation

44. Special circumstances

44.1 Looked after children

44.2 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.

44.3 Work Experience

44.4 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 2016) part three* available from the DSL.

44.5 Children staying with host families

44.6 The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (July*

2016), Annex C to ensure that hosting arrangements are as safe as possible.

- 44.7 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

45. Physical intervention

- 45.1 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.
- 45.2 Such events should be recorded and signed by a witness.
- 45.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 45.4 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.
- 45.5 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.

46. Review

- 46.1 This policy is reviewed annually as per the Trust policy schedule

APPENDIX 1 – CHILD SEXUAL EXPLOITATION

Definition

CSE is a form of 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 use of technology (Child Sexual Exploitation DfE February 2017).

Who is at risk?

Child sexual exploitation can happen to any young person from any background or gender.

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 noncompliance 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

APPENDIX 2 – RECORD KEEPING

The safeguarding/child protection file contains the following:

- 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.

APPENDIX 3 - DBS POLICY

1. Principles

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

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

or involving unsupervised contact with individual/groups of pupils 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 Academy complies with the code of practice and the Data Protection Act 1998 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 Academy's registered body 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 our Academy. In compliance with the requirements for DBS checks, the Academy only requests DBS checks for those people meeting the triggers and not in any other situations. Our Academy 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 Academy Central Record which is maintained by the Principal's PA/Academy administrator.

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 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.

3. 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.

Appendix Four



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 Term

Senior Manager : Phillipa Court

Manager Exeter and South: Stephen Matthewman 07790362310

Manager Mid and East: Ian Flett

Manager South and West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisors

North: Pete Simpson: peter.simpson@devon.gcsx.gov.uk 07817 124965

Mid & East: Karol Stannard: karol.stannard@devon.gov.uk

Lisa.robinson@devon.gov.uk 07891 417159

South & West: Karen Hayes earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk Exeter:

Jan Mead: jan.mead@devon.gov.uk 07891 417073

0345 155 1071, ask for Early Help earlyhelpsecure@devon.gov.uk

Appendix Five

Individual Academy Roles and Responsibilities Dartmouth Academy	
Key Personnel	
The Senior Designated Officer is	Matthew Bindon matt.bindon@dartmouthacademy.org.uk 01803 839731
The Deputy Designated Officer is	Bonnie Martin-Jones bonnie.martin-jones@dartmouthacademy.org.uk 01803 839771 Heather Newland heather.newland@dartmouthacademy.org.uk 01803 839737 Tina Graham tina.graham@dartmouthacademy.org.uk 01803 839722
The named Child Protection Governor is	Kellie Knott Chair of the Local Governing Body kellie.knott@devon.gov.uk
The Principal is	Tina Graham tina.graham@dartmouthacademy.org.uk 01803 839722

APPENDIX 6 – GLOSSARY AND TERMINOLOGY

DSCB	Devon Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MACSE	The Missing and Child Sexual 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
SMCS	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

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.