



### 1. Introduction

1.1. This Policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with Government publications:

- Keeping Children Safe in Education (*updated September 2020*)
- Working Together to Safeguard Children March 2015
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused 2003
- Safeguarding Children & Safer Recruiting in Education 2007

1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of students and to work together with other agencies to ensure adequate arrangements within our Academy will identify, assess and support those children who are suffering harm.

1.3 We recognise that all adults, including temporary staff, volunteers and Governors, have a full and active part to play in protecting our students from harm and that the child's welfare is our paramount concern.

1.4 All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The aims of this Policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident and know how to, approach adults if they are in difficulties, believing they will be effectively listened to;
- To raise the awareness of all Teaching and Support Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure the Academy contributes to assessments of need and support packages for those children;
- To emphasise the need for effective levels of communication between all members of staff;
- To develop a structured procedure within the Academy which will be implemented by all members of the Academy community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care;

- To ensure that all adults within our Academy who have substantial access to children have been vetted as to their suitability.

## 2. Procedures

2.1. We will ensure that:

- All members of the Governing Body understand and fulfil their responsibilities;
- We have a nominated designated senior leader (DSL) for Child Protection;
- Our DSL, has undertaken the initial designated senior person training in child protection and subsequent refresher courses every two years;
- We have members of staff who will act in the DSL's absence;
- All members of staff are provided with Child Protection Training every year;
- All members of staff, volunteers, and Governors know:
  - The signs and symptoms of concern;
  - How to respond to a student who discloses abuse;
  - What to do if they are concerned about a child.
  - What to do if they are concerned about a member of staff's treatment of a child, including Agency staff and Supply teachers
- All Parents/Carers are made aware of the responsibilities of staff members with regard to Child Protection Procedures through publication of the Academy's Child Protection Policy and reference to it in our Academy Prospectus and Academy website;
- Our Lettings Policy will seek to ensure the suitability of adults working with children on Academy sites at any time;
- Community users organising activities for children are aware of the Academy's Child Protection Guidelines and Procedures;
- We will ensure that our selection and recruitment of staff meet the requirements as set down in Safer Recruitment guidance;
- We will ensure that at least one member of each interview panel has completed the safer recruitment training.

2.2. Our procedures will be regularly reviewed and updated.

2.3. The name of the DSL for Child Protection will be clearly advertised in the Academy Staff Handbook, with a statement explaining the Academy's role in referring and monitoring cases of suspected abuse.

2.4. All new members of staff will be given a copy of our Child Protection Policy and referred to the relevant pages of the Staff Handbook.

### **3. Responsibilities**

#### **3.1. The DSL is responsible for:**

- Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from student records;
- Ensuring that an indication of further record-keeping is marked on the student records;
- Liaising with other agencies and professionals;
- Ensuring that either they or the most appropriate member of staff attends Child Protection Conferences or other multi-agency planning meetings, contributes to assessments and provides a report which has been shared with the Parents;
- Ensuring that any student that is subject to a Child Protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team;
- Organising Child Protection training for all Academy staff;
- Providing an annual report for the Governing Body, detailing any changes and reviews of relevant Policy and Procedures; training undertaken by the DSL and by all staff and Governors; number and type of incidents/cases and number of children subject to a Child Protection Plan (anonymised).

### **4. Supporting Children**

- 4.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth.
- 4.2. We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our Academy will support all students by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;
  - Promoting a caring, safe and positive environment within the Academy;
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
  - Notifying the Assessment Team as soon as there is a significant concern;

- Providing continuing support to a student about whom there have been concerns who leaves the Academy, by ensuring that appropriate information is forwarded under confidential cover to the student's new institution and ensuring the Academy medical records are forwarded as a matter of priority.

## **5. Confidentiality**

- 5.1. We recognise that all matters relating to Child Protection are confidential.
- 5.2. The Principal or DSL will disclose any information about a student to other members of staff on a need to know basis only.
- 5.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5. We will always undertake to share our intention to refer a child to Children's Services 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 the Duty Manager at the Assessment Team on this point.

## **6. Supporting Staff**

- 6.1. 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.
- 6.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSL or another appropriate member of the Senior Leadership Team and to seek further support as appropriate.

## **7. Allegations against Staff**

- 7.1. 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 children or Parents to be conducted in view of other adults.
- 7.2. All Staff should be aware of the Academy's Behaviour Policy and the Guidelines and Procedures contained in the Staff Handbook.
- 7.3. We understand that a student may make an allegation against a member of staff.
- 7.4. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal.
- 7.5. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). This includes instances where an allegation is made against a Supply Teacher or volunteer.

- 7.6. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Principal first.
- 7.7. Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and the Governing Body.
- 7.8. In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors, with appropriate advice.

## **8. Whistleblowing**

- 8.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2. All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues.

## **9. Physical Intervention**

- 9.1. 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.
- 9.2. Such events should be recorded and signed by a witness.
- 9.3. 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.

## **10. Bullying**

- 10.1. Staff are made aware that to allow or condone bullying may lead to consideration under Child Protection procedures. This includes homophobic and gender related bullying and cyber-bullying.

## **11. Racist Incidents**

- 11.1. Our Race Equality and Anti bullying policies acknowledge that repeated racist incidents or a single serious incident may lead to consideration under Child Protection Procedures.

## **12. Mental Health**

- 12.1 Staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are instructed to raise mental health issues amongst pupils as a CP concern if protracted and serious.

### **13. Prevention**

13.1. We recognise that the Academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2. The Academy community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty;
- Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **14. Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the Academy environment and, for example, in relation to internet use and when away from the Academy when undertaking Academy trips and visits.

### **15. Post Holder**

The current DSL is Richard Ellis. In his absence all child protection concerns should be referred directly to the Pastoral Manager or the Principal.

### **Policy Review**

*The effective date of this policy is 1 September 2020.*

*The policy was approved by the Board of Governors on 10 December 2020.*

## **Appendix 1 – Preventing Extremism and Radicalisation**

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)
- Prevent Duty Guidance: for England and Wales (March 2015)
- The Prevent Duty: Departmental Advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

### **Ethos:**

We ensure through our school vision, values, rules, diverse curriculum and teaching that we promote tolerance and respect for all cultures, faiths and lifestyles.

### **Responsibilities and Training:**

- Ensure that staff are aware of the risks of extremism and radicalisation and the roles and responsibilities of designated officers within the Academy
- The Principal, DSL and Pastoral Manager will undergo Prevent Duty training at least every two years
- All external speakers/ visitors to the Academy will be vetted in advance by the Principal/ DSL

### **All Staff will:**

- Receive an annual update as part of their Safeguarding Training on preventing extremism and radicalisation
- Be alert to changes in children's behaviour and report any concerns via the usual referral route
- Use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately

### **Curriculum:**

- We are committed to delivering a broad and balanced curriculum which aims to prepare students for life in modern Britain. We encourage students to be inquisitive learners who are open to new experiences and are tolerant of others
- Fundamental British values underpin the ethos and vision of the Academy and are reinforced by a programme of assemblies led by SLT and Achievement Coordinators each week and a full course PSHCE and RE programme followed by all students in Years 7 to 11
- Students are taught about online safety through the Computing and ICT curriculum delivered from Year 7 onwards
- Strict filtering and monitoring systems are in place on all Academy PCs and laptops with internet access

**Signs of vulnerability:**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk:

1. Underachievement
2. Being in possession of extremist literature
3. Poverty
4. Social exclusion
5. Traumatic events
6. Global or national events
7. Religious conversion
8. Change in behaviour
9. Extremist influences
10. Conflict with family over lifestyle
11. Confused identity
12. Victim or witness to race or hate crimes; and
13. Rejection by peers, family, social or faith groups

**Actions to be taken in response to concerns:**

1. Any concerns should be reported via the usual referral route – **adding an Incident on the CPOMs system**



## Appendix 2 – Female Genital Mutilation (FGM)

*“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”* (World Health Organisation, 1997)

### At Risk Groups:

Girls are at particular risk of FGM during school summer holidays. This is a time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are at most risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

### Procedures to Avoid Harm:

In order to mitigate the risks of FGM occurring the Academy will ensure that the following are in place-

1. A robust attendance policy
2. FGM training is undertaken by the DSL and Pastoral Manager
3. FGM awareness training forms part of the annual safeguarding training for all staff at the Academy
4. A comprehensive PSHE and Relationship and Sex Education programme is delivered to students across the Academy through the taught curriculum

### Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change- especially after a return from a holiday
- Long periods of time away from class during the day

### Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM
- In conversation a child may talk about FGM
- A child may express anxiety about a special ceremony
- The child may talk or have anxieties about a forthcoming holiday to their country of origin
- A parent/ guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations

### Actions to be taken in response to concerns:

1. Any concerns should be reported via the usual referral route – **adding an incident on the CPOMs system**
2. All staff have a duty of care to report any known instances of FGM to the police regardless of any internal referrals process

### **Appendix 3- Child Sexual Exploitation (CSE)**

*“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.” (DfE 2017)*

#### **At Risk groups:**

Children between age of 12 and 15 are most at risk, but the risk is not just confined to this group. CSE is most frequently observed amongst girls, but not exclusively so. Child sexual exploitation affects all ethnic groups.

#### **Potential indicators of child sexual exploitation**

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

#### **Actions to be taken in response to concerns:**

1. Any concerns should be reported via the usual referral route – **adding an incident on the CPOMs system**

## Appendix 4- Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### Actions to be taken in response to concerns:

1. Any concerns should be reported via the usual referral route – **adding an incident on the CPOMs system**

## Appendix 5- Peer on peer abuse: Sexual Violence and Sexual Harassment amongst Children

### Definitions

**Sexual violence** comprises sexual offences under the Sexual Offences Act 2003, namely:

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

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

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

**Sexual harassment** means ‘unwanted conduct of a sexual nature’ that can occur online and offline, and can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;

- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence;
- 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;
- sexting; and
- Initiation/ hazing type violence and rituals.

**All staff will:**

- Treat all of the above as serious behaviours and ensure proper sanction is served upon perpetrators
- Make referral to DSL should above behaviours constitute a pattern of over-sexualised or abusive behaviour

**Curriculum**

- The school's PHSE programme will specifically address the importance of healthy sexual relationships in an age appropriate way

**Actions to be taken in response to concerns:**

1. Any concerns should be reported via the usual referral route – **adding an incident on the CPOMs system**