

Child Protection and Safeguarding Policy

[Name of Academy]

September 2016

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1. Safeguarding Policy Principles

- 1.1. This policy has been authorised by the Trustees of REAch2 Academy Trust and the Governors of the Academy, is published on the Academy website and is available in hardcopy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the Academy, for example an educational visit. It also applies where there is Early Years Foundation Stage (**EYFS**) provision.
- 1.2. Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Academy will take all reasonable measures to:
 - 1.2.1. Ensure that we practise safer recruitment in checking the suitability of staff, and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people;
 - 1.2.2. Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff;
 - 1.2.3. Follow the local inter-agency procedures of the [• name of county] Safeguarding Children Board;
 - 1.2.4. Be alert to signs of abuse both in the Academy and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
 - 1.2.5. Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with any agreed child protection plan;
 - 1.2.6. Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - 1.2.7. Be alert to the medical needs of children with physical and mental health conditions;

- 1.2.8. Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- 1.2.9. Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- 1.2.10. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- 1.2.11. Teach pupils about safeguarding, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help;
- 1.2.12. Take all practicable steps to ensure that Academy premises are as secure as circumstances permit;
- 1.2.13. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our Academy or in our local area; and

2. Statutory and Regulatory Framework

- 2.1. This policy has regard to regulations and standards issued by the Secretary of State for Education (**DfE**) in accordance with section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations. Staff recruitment procedures will be in accordance with the guidance given in *Keeping Children Safe in Education 2016*; the Education (Independent School Standards) (England) Regulations 2014; the Statutory Framework for the Early Years Foundation Stage.
- 2.2. *Keeping Children Safe in Education 2016* defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's 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. The *Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard to the need to prevent children from being drawn into

terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

3. The Designated Safeguarding Lead

- 3.1. The Academy has appointed a senior member of staff with the necessary status and authority (**Designated Safeguarding Lead**) to be responsible for matters relating to child protection and welfare.
- 3.2. The Designated Safeguarding Lead for the Academy site is [• name], [• job title] who may be contacted on [• telephone number].
- 3.3. The main responsibilities of the Designated Safeguarding Lead are set out in 0 and are in line with guidance taken from *Annex B, Keeping Children Safe in Education*.
- 3.4. If the Designated safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties. The Deputy Designated Safeguarding Lead is [• name] [• job title] who may be contacted on [• telephone number]. In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable. However, the ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead, and cannot be delegated.
- 3.5. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken appropriate child protection training and training in inter-agency working to provide them with the knowledge and skills required to carry out the role, and will attend refresher training at two-yearly intervals as a minimum. The Designated Safeguarding Lead as a minimum should also have undertaken Prevent training, and be able to support the school with regards to their requirement under the Prevent duty.

4. Duty of employees, governors and volunteers

- 4.1. Every employee and governor of the Academy as well as every volunteer who assists the Academy is under a general legal duty:
 - 4.1.1. To protect children from abuse;

- 4.1.2. To be aware of the Academy's child protection procedures and to follow them;
- 4.1.3. To know how to access and implement the Academy's child protection procedures, independently if necessary;
- 4.1.4. To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy; and
- 4.2. To report any matters of concern to the Designated Safeguarding Lead.
- 4.3. [• Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the Academy if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the Academy's [• Safer Recruitment Policy] for further information about this duty and to their contract of employment in respect of their ongoing duty to update the Academy.]
- 4.4. The Governing Body ensures that the Academy's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children Board and of *Keeping Children Safe in Education 2016*. [• The Governing Body has nominated one of its members to manage child protection incidents on behalf of the Board and to liaise with external agencies where this is required. The Nominated Safeguarding Governor is [• name].] The Governing body will ensure that there are appropriate procedures and policies in place to support timely and appropriate action to be taken to safeguard a child and promote their welfare, and that regularly updated training takes place with all staff, volunteers and within their own Governing Body. Governors will ensure that Safer Recruitment principles are adhered to as per the advice in *Part 3, Keeping Children Safe in Education 2016*
- 4.5. A designated teacher will be appointed by the Governors to promote the educational achievement of children who are looked after. The Governors will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular they will ensure that the information they need in relation to the child's looked after status, his / her care arrangements and the levels of authority delegated to the carer by the authority looking after him / her is made available to them.

5. Training

5.1. Induction

5.1.1. All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- This Policy;
- The staff [● Code of Conduct] including the whistleblowing policy and staff Social Media Policy;
- The role of the Designated Safeguarding Lead and his / her identity and contact details together with that of and his / her Deputy;
- Child protection training in accordance with the Local Safeguarding Children Board procedures;
- A copy of *Part 1, Keeping Children Safe in Education 2016*; and
- The online general awareness-training module on Channel.

5.2. Child protection training

5.2.1. All staff including the Principal will receive a copy of this policy and *Part 1, Keeping Children Safe in Education 2016*, and will be required to confirm that they have read these.

5.2.2. The Principal and all staff members will undertake appropriate child protection training which will be updated every [●] years and following consultation with the [● name of county / borough] Safeguarding Children Board.¹ Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm.

5.2.3. Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the Academy, the online general awareness training module on Channel.

5.2.4. Additionally, the Academy will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health, and ensure that ongoing development training supports staff to appropriately identify and respond to these issues.

5.2.5. The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

¹ How regular the training should be undertaken must be in accordance with the Local Safeguarding Children Board advice. This sentence should be completed as appropriate.

5.3. Whistleblowing

- 5.3.1. All staff are required to report to the Principal, or the Chair of Governors in his / her absence or if the allegation relates to the Headteacher, any concern or allegations about Academy practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- 5.3.2. See section 6.3 and the separate Whistleblowing policy for details of the procedures to be followed in relation to allegations against staff. All guidance stated in *Part 4, Keeping Children Safe in Education 2016* regarding the management and record keeping of whistleblowing allegations must be followed.

6. Procedures

6.1. Complaints of abuse

- 6.1.1. Every complaint or suspicion of abuse from within or outside the Academy will be taken seriously and action taken in accordance with this policy.
- 6.1.2. The child protection training provided to staff considers the types and signs of abuse staff should be aware of.
- 6.1.3. If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible.
- 6.1.4. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.
- 6.1.5. All staff are particularly reminded:
 - From October 2015, teachers must personally report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.
 - From July 2015, under the Prevent duty, concerns about children who may be at risk of being drawn into terrorism must be reported to the school's Designated Safeguarding Lead, who will make a referral as appropriate via the Channel programme.

6.2. Action by the Designated Safeguarding Lead

- 6.2.1. On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:
 - a) The local inter-agency procedures of the Local Safeguarding Children Board;
 - b) Responsibilities outlined in the *Keeping Children Safe in Education 2016* document
 - c) Where relevant, local information sharing protocols relating to Channel referrals;

- d) The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority children's social care services, and if appropriate the police;
 - e) the child's wishes and feelings; and
 - f) duties of confidentiality, so far as applicable.
- 6.2.2. If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority children's social care services will be made without delay (and in any event within 24 hours).
- 6.2.3. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the local authority children's social care services again.
- 6.2.4. Whether or not the Academy decides to refer a particular complaint to local authority children's social care services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to local authority children's social care services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.
- 6.2.5. In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.
- 6.2.6. Where relevant, the Academy will co-operate with the Channel Panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The

Academy will respond to requests for information from the police promptly and in any event within five to ten working days.

6.3. Dealing with allegations against staff, Governors and volunteers

- 6.3.1. The Academy has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff, Governors and volunteers from false or unfounded allegations. These procedures are set out in Appendix 3 and follow the DfE guidance found in *Part 4, Keeping Children Safe in Education 2016*
- 6.3.2. The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s)). The designated officer(s) will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the Academy's attention and appear to meet the criteria set out in paragraph 1 of Appendix 3.

6.3.3. [• Early Years Foundation Stage (EYFS)]

- The Academy will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the [• Nursery] (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.²

6.3.4. Detailed guidance is given to staff, Governors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in [• the Staff Manual or Staff Code of Conduct].

6.4. Allegations against pupils

6.4.1. Allegations against pupils should be reported in accordance with the procedures set out in this policy. A pupil against whom an allegation of abuse has been made may be suspended from the

² This section is for EYFS registered provision only.

Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply.

6.4.2. The Academy will take advice from children's social care services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

6.4.3. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

6.5. Missing child and child missing from education procedures

6.5.1. Missing child

- All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from the Academy. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.
- Please see the Academy's separate Missing Pupil Policy for further details.

6.5.2. Children Missing from Education

6.5.2.1. The Academy recognises that a child going missing from education is a potential indicator of abuse or neglect, and will follow guidance taken from *Annex A, Keeping Children Safe in Education 2016* to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future. Where a child is going to be deleted from the pupil roll, the School will inform the local authority in which the child resides in the applicable circumstances.

6.5.2.2. Where a parent notifies a school that a pupil will live at another address, **all** schools are required to record in the admission register:

- 6.5.2.2.1. the full name of the parent with whom the pupil will live;
- 6.5.2.2.2. the new address; and
- 6.5.2.2.3. the date from when it is expected the pupil will live at this address.

6.5.2.3. Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different

school in future, schools must record⁷⁵ in the admission register:

- 6.5.2.3.1. the name of the new school; and
- 6.5.2.3.2. the date on which the pupil first attended or is due to start attending that school.
- 6.5.2.4. The Academy shall inform the applicable local authority of any pupil who fails to attend the Academy regularly, or has been absent without the Academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6.6. Informing parents

- 6.6.1. Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the designated officer, local authority children's social care services and / or the police before discussing details with parents.
- 6.6.2. In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 6.6.3. See also section 3 of Appendix 3 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Principal of the Academy, based on guidance from *Part 4, Keeping Children Safe in Education 2016*

7. Secure school premises

- 7.1. The Academy will take all practicable steps to ensure that Academy premises are as secure as circumstances permit.
- 7.2. [• Details about visitors books and other steps to ensure secure premises.]
- 7.3. [• Please see the Academy's separate [• name of policy] which includes guidance on the use of cameras and mobile phones in the

EYFS setting. OR include details of the Academy's policy on the use of mobile phones and cameras in the EYFS setting]³

8. Confidentiality and information sharing

- 8.1. The Academy will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The Academy will cooperate with police and local authority children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (March 2015), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).
- 8.2. Where allegations have been made against staff, the Academy will consult with the designated officer and, where appropriate, the police and local authority children's social care services to agree the information that should be disclosed and to whom.

9. Monitoring

- 9.1. Any child protection incidents at the Academy will be followed by a review of the safeguarding procedures within the Academy and a prompt report to the Governors. Where an incident involves a member of staff, the designated officer will assist in this review to determine whether any improvements can be made to the Academy's procedures.
- 9.2. In addition, the Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the Governors.
- 9.3. The Governors will undertake an annual review of this policy and its procedures and of the efficiency with which the relevant duties have been discharged.
- 9.4. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

³ This paragraph is for schools with an EYFS setting only.

10. Contacts

10.1. The details of the designated officer are as follows:

[• name]

[• address]

[• telephone number]

10.2. The telephone numbers of the [• name of county] Council children's social care services departments are as follows:

[• area]

[• telephone number]

[• area]

[• telephone number]

[• area]

[• telephone number]

10.3. The telephone numbers of relevant Prevent partners are as follows:

[• Channel Police Practitioner] [• telephone number]

[• Channel Local Authority Chair] [• telephone number]

10.4. The following telephone numbers may be useful for pupils:

[• name of county] Contact Centre [• telephone number]

Childline 0800 1111

NSPCC 0808 800 5000

Ofsted's Whistleblower Hotline 0300 123 3155

Authorised by	resolution of [the Board of Governors]
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Date	[00 month year]
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Effective date of the policy	[00 month year]
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Appendix 1 - Role of the Designated Safeguarding Lead

1. The main responsibilities of the Designated Safeguarding Lead are:
 - 1.1. To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
 - 1.2. To co-ordinate the child protection procedures in the Academy;
 - 1.3. To ensure that all members of staff and volunteers receive training of appropriate frequency and content related to safeguarding, child protection and safer recruitment procedures, including induction for those staff who start at different points of the school year, and to keep and maintain records of this training;
 - 1.4. To advise and act upon all suspicion, belief and evidence of abuse reported to them;
 - 1.5. To liaise with the Designated Officer, the local authority children's social care services and other external agencies on behalf of the Academy;
 - 1.6. Keep the Principal informed of all actions unless the Principal is the subject of a complaint (see 0 for the procedures for dealing with allegations against staff);
 - 1.7. To monitor the keeping, confidentiality and storage of records in relation to child protection;
 - 1.8. To monitor records of pupils in the Academy who are subject to a child protection plan to ensure that this is maintained and updated as notification is received;
 - 1.9. To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.
 - 1.10. In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:
 - 1.10.1. Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - 1.10.2. Co-ordinating Prevent duty procedures in the school;
 - 1.10.3. Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;

- 1.10.4. Undergoing WRAP or other appropriate training;
 - 1.10.5. Maintaining on-going training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - 1.10.6. Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.
2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead, and cannot be delegated.

Appendix 2 - Types and signs of abuse and neglect

1. Types of abuse and neglect

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. An adult or adults or another child or children may abuse them. *Part 1, Keeping Children Safe in Education 2016* defines the following types of abuse.

- 1.1. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.2. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 1.3. **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.

1.4. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.5. *Keeping Children Safe in Education 2016* also acknowledges the following as specific safeguarding issues:

- 1.5.1. bullying including cyberbullying
- 1.5.2. children missing from education
- 1.5.3. children missing from home or care
- 1.5.4. child sexual exploitation (see below)
- 1.5.5. domestic violence
- 1.5.6. drugs
- 1.5.7. fabricated or induced illness
- 1.5.8. faith abuse
- 1.5.9. Female Genital Mutilation (FGM) (see below)
- 1.5.10. forced marriage
- 1.5.11. gangs and youth violence
- 1.5.12. gender-based violence / violence against women and girls
- 1.5.13. hate
- 1.5.14. mental health
- 1.5.15. missing children and adults
- 1.5.16. private fostering
- 1.5.17. preventing radicalisation (see section 3 below)
- 1.5.18. sexting
- 1.5.19. trafficking

Training must incorporate opportunities for staff to understand how to recognise and respond to this wide range of issues.

1.6 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

1.7 Female genital mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

1.8 All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for

teachers to see visual evidence, and they should not be examining pupils. This mandatory reporting duty commenced in October 2015. Teachers personally must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

2. Signs of abuse

- 2.1. Possible signs of abuse include, but are not limited to:
 - 2.1.1. The pupil says they has been abused or asks a question or makes a comment which gives rise to that inference;
 - 2.1.2. There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 2.1.3. The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 2.1.4. The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 2.1.5. The pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
 - 2.1.6. The pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and
 - 2.1.7. The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
 - 2.1.8. Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.2. The Local Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3. Radicalisation and the Prevent duty

- 3.1. The Academy has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.2. The Academy aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Academy is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.3. The Academy has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "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"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

3.4. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.5. *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

The academy will be sensitive to age appropriate behaviour though example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;

- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology; or
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others."

3.6. Protecting children from the risk of radicalisation is part of the Academy's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note 'The use of social media for on-line radicalisation' (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

4. Action staff must take

4.1. A member of staff or volunteer suspecting or hearing a complaint of abuse:

- 4.1.1. Must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
- 4.1.2. Must not ask leading questions, i.e. a question which suggests its own answer;
- 4.1.3. Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and
- 4.1.4. must keep a sufficient written record of the conversation. The record should include:
 - the date and time;
 - the place of the conversation; and
 - the essence of what was said and done by whom and in whose presence.
- 4.2. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- 4.3. All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.
- 4.4. All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in 0 should be followed.
- 4.5. If there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Appendix 3 - Dealing with allegations against staff, the Principal, Governors or volunteers

1 **The Academy's procedures**

- 1.1 The Academy's procedures for dealing with allegations made against staff will be used where the member of staff, the Principal, a Governor or volunteer has:
 - 1.1.1 Behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2 Possibly committed a criminal offence against or related to a child; or
 - 1.1.3 Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 1.2 Any allegations not meeting these criteria will be dealt with in accordance with the Local Safeguarding Children Board procedures. Advice from the designated officer will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority so as to avoid any delay.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 **Reporting an allegation against staff, the Principal, a Governor or volunteer**

- 2.1 Where an allegation or complaint is made against any member of staff or volunteer who is not the Principal, the matter should be reported immediately to the Principal, or in his / her absence to the Nominated Safeguarding Governor. The allegation will be discussed immediately with the designated officer before further action is taken. Where appropriate, the Principal will consult with the Designated Safeguarding Lead.
- 2.2 Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors, or the Nominated Safeguarding Governor, without first notifying the Principal. Again, the allegation will be discussed immediately with the designated officer before further action is taken.

- 2.3 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the designated officer before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.
- 2.4 If it is not possible to report to the Principal or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.
- 2.5 The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the designated officer has been consulted if it has been agreed with the designated officer that it is appropriate to do so.
- 3.2 The Parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the designated officer advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the Academy

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Academy will act in accordance with *Part 4, Keeping Children Safe in Education 2016* and the Academy's employment procedures.

5 Ceasing to use staff

- 5.1 If the Academy ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS). Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the Governors without delay.
- 5.2 If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the Academy in accordance with this policy and a prompt and detailed report will be made to the Disclosure and Barring Service in appropriate circumstances.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.
- 5.4 In the case of any Early Years and Foundation Stage provision at the academy:
- 5.4.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of any Early Years and Foundation Stage provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- 5.4.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

6 Unsubstantiated false or malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider

whether to take disciplinary action in accordance with the Academy's behaviour and discipline policy.

- 6.2 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the police to determine whether any action might be appropriate.

7 **Record keeping**

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. .
- 7.3 An allegation proven to be unsubstantiated, unfounded or malicious will not be referred to in employer references. In accordance with *Part 4, Keeping Children Safe in Education 2016*, history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.
- 7.4 The Academy will retain all safeguarding records and relevant personnel records for so long as reasonably required.⁴

⁴ In accordance with the terms of reference of the Goddard Inquiry all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.