

# Ryhall CE Academy



part of a Multi Academy Trust  
Peterborough Diocese Education Trust



## PDET POLICY STATEMENT SAFEGUARDING – Child Protection

**Adopted by the Local Governing Body on: 19th November 2018**

**Senior Team Responsibility:** K Walker

**Safeguarding Governor:** V Crosher

**Review Date:** October 2019

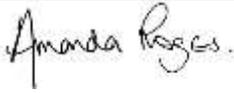
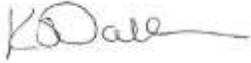
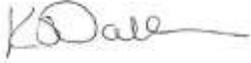
### **Associated Documentation:**

- Children Act 2004
- [Working Together to Safeguard Children 2018, HM Government](#)
- [Leicestershire and Rutland Procedures Online, Sept 2018](#)
- [Leicestershire and Rutland Thresholds for Access to Services, March 2018](#)
- [Safeguarding Competency Framework, Leicester, Leicestershire & Rutland Safeguarding Children Learning, July 2018](#)
- [What to do if you're worried a child is being abused; advice for practitioners, HM Govt, March 2015](#)
- [Keeping Children Safe in Education, DfE, Sept 2018](#)
- [Prevent Duty: Departmental advice for schools and childcare providers, DfE, June 2015](#)
- [Children & Social Work Act 2017](#)
- [Sexting in Schools and Colleges, UKCCIS Guidance, 2016](#)
- [Information Sharing, July 2018](#)
- Counter Terrorism and Security Act 2018

## Policy and Procedures on Safeguarding / Child Protection

<b>NAME OF ACADEMY</b>	Ryhall CE Academy
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This Policy was adopted by the Local Governing Board (LGB), on: 19th November 2018

<b>Chair of Governors</b>	<b>Name: Mrs Amanda Rogers</b>
	<b>Signature:</b> 
	<b>Date: 19th November 2018</b>
<b>Headteacher</b>	<b>Name: Ms Katy Walker</b>
	<b>Signature:</b> 
	<b>Date: 19th November 2018</b>
<b>Designated Safeguarding Lead (DSL) and Deputy/s</b>	<b>Name: Ms Katy Walker</b>
	<b>Signature:</b> 
	<b>Date: 31<sup>st</sup> January 2018</b>
	<b>Name: Mrs Diane Jibb</b>
	<b>Signature: -</b>
	<b>Date: -</b>
	<b>Name: Mrs Samantha Dyer</b>
	<b>Signature:</b>
<b>Date:</b>	

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## **NAMED STAFF AND INITIAL CONTACTS**

**Designated Safeguarding Lead: Katy Walker**

**Deputy Designated Safeguarding Lead: Samantha Dyer**

**Deputy Designated Safeguarding Lead: Diane Jibb**

**Nominated Safeguarding Governor: Victoria Crosher**

**Designated Teacher for Looked After Children: Katy Walker**

**Local Authority Designated Officer (DO): Tracy Holliday 01572 720913**  
**(THolliday@rutland.gov.uk)**

## **Early Help Advice and Assessment**

Early help means “Providing support as soon as the problem emerges, at any point in the child’s life from the foundation years through to the teenage years” (Working Together - 2015). As soon as problems start to emerge staff will identify support for those children and families. This may be school based support or may involve intervention from other agencies. Support is sought from the relevant authority based on the child’s postal address. Here at Ryhall CE Academy, we may have children whose postcode is in one of three authorities:

In **Rutland**, early help services are defined as operating across Tier 2 of the Triangle of Need (see ‘Thresholds for access to services for children and families in Leicester, Leicestershire & Rutland’ updated March 2018 for more details).

Early help, advice and guidance concerning child welfare can be obtained from the Early Help team based at Rutland County Council on 01572 722 577 extension 8407 or by email

[EarlyHelp@rutland.gcsx.gov.uk](mailto:EarlyHelp@rutland.gcsx.gov.uk)

In **Lincolnshire**, early help services are defined as targeted services and form part of a continuum of help and support to respond to the different levels of need of individual children and families. Where an Early Help Assessment (EHA) is made, you may be requesting a Team Around the Child (TAC) or request for an individual service.

Early help, advice and guidance concerning child welfare can be obtained from the Early Help Consultants using the following email: [earlyhelpconsultants@lincolnshire.gcsx.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gcsx.gov.uk) or by telephone on 01522 782111 (same number for making a safeguarding referral).

Further information can be found at

[www.lincolnshire.gov.uk/children/practitioners/team-around-the-child](http://www.lincolnshire.gov.uk/children/practitioners/team-around-the-child)

In **Northamptonshire**, early help services are defined as operating across Levels 2 and 3 of the Triangle of Need (see “Northamptonshire Thresholds and Pathways” for more details).

Early help, advice and guidance concerning child welfare can be obtained from the Early Help Co-ordinators based at the MASH: **0300 126 1000 (Option 1, then Option 2)**.

[www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help-assessment.aspx>

## Safeguarding Referrals

Children's Social Care deals with referrals from professionals and members of the public who may have concerns about a child's welfare.

### Safeguarding Referrals must be made in one of the following ways:

#### Rutland –

- Phone: **01572 758 407**
- Referrals to social care about children must be made in writing or confirmed in writing after telephone contact is made.
  - If confirmation is made via e-mail a secure e-mail address should be used.  
Email: [childrensduty@rutland.gcsx.gov.uk](mailto:childrensduty@rutland.gcsx.gov.uk)
  - If the e-mail address is not secure the referrals should be faxed or use the secure electronic Agency Referral Form. Fax: 01572 758 307
  - By post or in person to: Rutland County Council, Childrens Duty & Assessments, Catmose, Oakham, Rutland, LE15 6HP

#### Out of Hours Numbers for Leicestershire and Rutland

- Children's Emergency Duty Team: **0116 305 0005** (covers all of Leicestershire and Rutland)

#### Lincolnshire –

If there is no immediate danger to the child, or if you need some advice or information, you can contact:

- Children Services Customer Service Centre (CSC) on **01522 782111**.

If it is outside normal office hours you can contact:

- Emergency Duty Team (EDT) on **01522 782333**

Telephone referrals should be followed up in writing using the referral form which can be found at <http://microsites.lincolnshire.gov.uk/Download/100823>

#### Northamptonshire -

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 1000 (Option 1, then Option 3)** followed up by completion of the online referral form if requested by MASH;
- By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk);
- In an emergency outside office hours, by contacting the Emergency Duty Team on: **01604 626 938**

**If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and / or an ambulance using 999.**

**For referrals regarding allegations against adults in education the Local Authority Designated Officer (DO) should be contacted. The referral is based on the school's local authority (i.e. Rutland):**

Rutland – Tracy Holliday (DO) **01572 720913**

## OTHER USEFUL LINKS

### Local – Rutland

Leicester, Leicestershire & Rutland Local Safeguarding Children Board (LLRLSCB)

**0116 305 7130**

<http://lrsb.org.uk/children>

Thresholds and Pathways document:

<http://lrsb.org.uk/uploads/view-the-llr-lscb-thresholds-for-access-to-services-for-children-and-families-in-leicester-leicestershire-rutland.pdf>

### Local – Lincolnshire

Lincolnshire Safeguarding Children Board (LSCB)

<https://www.lincolnshire.gov.uk/lscb/the-lscb/>

Thresholds and Pathways document – ‘Meeting the needs of children in Lincolnshire’:

<https://www.lincolnshire.gov.uk/lscb/the-lscb/about-the-lscb/124616.article>

### Local - Northamptonshire

Northamptonshire Safeguarding Children Board (NSCB):

**01604 364036**

Email: [nscb@northamptonshire.gcsx.gov.uk](mailto:nscb@northamptonshire.gcsx.gov.uk)

[www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

[www.northamptonshirescb.org.uk/schools](http://www.northamptonshirescb.org.uk/schools)

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

## National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

**0808 800 5000**

Childline:

<http://www.childline.org.uk>

**0800 1111**

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

**0870 000 3344**

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

[helpline@safeinternet.org.uk](mailto:helpline@safeinternet.org.uk)

**0844 3814772**

Parents Protect (Safeguarding Information for Parents, Carers and Staff)

[www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

Parents Protect (Safeguarding Information for Parents, Carers and Education Staff)

[www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

PREVENT

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

NSPCC Whistleblowing Helpline

**0800 028 0285**

UKCCIS (UK Council for Child Internet Safety)

[Sexting in schools and colleges, 2016](#)

## 1 Policy Statement

- 1.1 This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of our school.

### Ethos Statement

At Ryhall Church of England Academy:

- We will provide high quality education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively – educating for wisdom, knowledge and skills .
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become healthy, confident, responsible and lifelong learners, encouraging a sense of caring and belonging within their local environment, nationally and globally – educating for community and living well together.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century – educating for dignity and respect.
- The worth of each child impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. Each is to be understood as respectfully and deeply as possible; encouraged to challenge themselves spiritually, morally, intellectually, imaginatively and actively, and to ensure they develop the necessary skills to prepare them for a fulfilling life and work – educating for hope and aspiration.
- We believe our school values of compassion, friendship, resilience, respect and trust are distinctly Christian and permeate through Ryhall CE Academy life. This provides a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the Academy, our values are far more; all members of the Academy are actively encouraged to implement them every day. Our ‘strapline’

‘look back with pride and move forward with confidence;

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.

## 2. Introduction

- 2.1 **Safeguarding** and promoting the welfare of children is defined 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” (“Keeping Children Safe in Education” 2016).

Our Academy fully recognises the contribution it can make to protect children and support pupils in the Academy. The pupils’ welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils’ welfare, safety and health by fostering an honest, open, caring and supportive climate.

Staff at our Academy are made aware that Safeguarding issues “**COULD and DO HAPPEN HERE**” and they are trained to understand what possible indicators for abuse and neglect may look like. They will always act in the best interests of the child and will have a conversation with the Designated Safeguarding Lead (DSL) or a Deputy DSL when a concern arises. In line with statutory requirements staff understand the difference between a safeguarding concern and one involving “**immediate danger**” or “**at risk of significant harm**”. Staff also know their responsibility is always to record concerns in writing on the “Cause for Concern Form”. They are also clear on their responsibility to contact the Children’s Social Care team (Local Authority depending upon the child’s postal address) directly should the need ever arise.

## 2.2 This policy is consistent with:

- The legal duty on academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002 and in compliance with Section 11 of the Children Act 2004;
- The legal requirements of the ‘The Children and Social Work Act 2017’
- The statutory guidance “*Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges*” – September 2018;
- The government’s “*Working Together To Safeguard Children 2018*” which sets out statutory guidance for agencies;
- The government’s non-statutory guidance “*What to do if you’re worried a child is being abused*” - March 2015, to identify child abuse and neglect and take appropriate action in response;
- The non-statutory government advice “*Information Sharing*” – July 2018;
- The government’s “*Prevent Duty for schools*” – July 2015
- The government’s “*Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation*” – February 2017;
- The Female Genital Mutilation Act 2003;
- The Serious Crime Act 2015;

- The Local Safeguarding Children Board (LLRLSCB, LSCB or NSCB) Procedures, which contain procedures and guidance for safeguarding children (see contact in 'Other Useful Links')

2.3 There are four main elements to our Safeguarding / Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils in general and Academy staff who may have been abused);
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

2.4 This policy applies to all staff, volunteers, governors and visitors to the Academy. We recognise that child protection is **everyone's** responsibility. We ensure that all parents, carers and other working partners are aware of our Safeguarding / Child Protection Policy by highlighting it in our Academy prospectus and / or on our Academy website, displaying appropriate information in our reception/entrance and by raising awareness at meetings with parents and carers.

### 2.5 **Extended School Activities**

Where the Governing Board provides services or activities directly under the supervision or management of Academy staff, the Academy's arrangements for child protection will apply. Where services or activities are provided separately by another board, the Governing Board seek assurance in writing that the Board concerned has appropriate policies, procedures and training in place to safeguard and protect children and that there are arrangements to liaise with the Academy on these matters where appropriate.

## 3 **Safeguarding Commitment**

3.1 Our Academy adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents / carers to feel free to talk about any concerns and to see the Academy as a safe place when there are difficulties. Pupils' fears and concerns will be taken seriously and all pupils are encouraged to seek help from members of staff. Our Academy provides a variety of opportunities to help gain 'pupil voice' such as 'Jigsaw' and 1-2-1 sessions with a designated emotional support assistant.

3.2 Our Academy will therefore:

- Establish and maintain an ethos where all pupils feel secure, are encouraged to talk and are always listened to;
- Ensure that pupils know that there are adults in the Academy whom they can approach if they are worried or are in difficulty;

- Include in the curriculum, activities, experiences and opportunities which equip pupils with the skills they need to stay safe from abuse, including online and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- Promote the Early Help agenda in Rutland as well as those other counties in which our children live, enabling families to share with the school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, criminal record and prohibition from teaching (where applicable) checks.

### 3.3 Safeguarding in the Curriculum

The following areas are among those addressed through the opportunities and experiences provided in our Academy:

Bullying (including Homophobic) / Cyberbullying;  
Culture, Diversity, Race, Faith and Discrimination issues;  
Prevention from Extremism / Radicalisation;  
Drug & Alcohol and Substance misuse awareness;  
Relationships;  
Peer-On-Peer Abuse;  
Child Sexual Exploitation;  
Safe Use of Technology;  
Sexting;  
Mental Health Awareness;  
Keeping Safe at Home;  
Healthy Living;  
Fire and Water Safety;  
Protective Behaviours;  
Road Safety;  
Stranger Awareness;  
Body Boundaries and Safe Touch;

Other safeguarding issues as appropriate.

## 4 Roles and Responsibilities

### 4.1 General

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in

safeguarding. In order to fulfil this responsibility effectively, all professionals need to make sure their approach is child-centred. This means that at all times, they consider what is in the best interests of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the Academy. (The names of the DSL and Deputy DSL for the current year are listed at the start of this document).

## 4.2 Local Governing Board

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – September 2016*, the Local Governing Board will ensure that:

- All members of the Local Governing Board have Enhanced Disclosure & Barring Service (DBS) checks and appropriate Safeguarding / Child Protection awareness;
- The Academy has a Safeguarding / Child Protection policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the Academy website and in the entrance of the Academy;
- The Academy has a staff Code of Conduct which includes information regarding acceptable use of technologies, staff / pupil relationships and communications including the use of social media;
- The Academy operates safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of Part 3 of *“Keeping Children Safe in Education 2018”*. Furthermore, the Headteacher, a nominated Governor and other staff, as appropriate, involved in the recruitment process have undertaken Safer Recruitment training, and keep it regularly updated;
- There are clear procedures for dealing with allegations of sexting, peer-on-peer abuse and abuse against members of staff and volunteers (see Appendix 6 and 4) ;
- There is a senior member of the Academy’s leadership team who is designated to take lead responsibility for dealing with child protection and safeguarding (the DSL) and that there is always cover for this role (the DDSLs). This responsibility is incorporated into the DSL (and DDSL’s) job description;
- The DSL (and Deputy DSLs) undertake local training (in addition to basic child protection/safeguarding training) and this is refreshed every two years as required by law (see Appendix 9 for record of training). Additionally, the DSL (and Deputy DSL) receive regular updates which take a variety of forms such as meetings, online training etc.;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years) in compliance with the LLRLSCB protocol and receive regular, appropriate updates (at least annually).

- New staff and volunteers are made aware of the Academy’s arrangements for safeguarding and child protection and of their responsibilities. As part of induction procedures the following are used:
  - The Academy Safeguarding / Child Protection Policy,
  - “Keeping Children Safe in Education 2018: Part 1”,
  - “Keeping Children Safe in Education 2018: Annex A (for all staff working directly with children)
  - The Academy Staff Code of Conduct;
  - The Academy’s “Acceptable Use of the Internet” Policy
  - The Whistleblowing Policy;
  - “The Prevent Duty 2015”;
  - The Academy’s British Values and Preventing Radicalisation and Extremism Policy.
  - The Academy Behaviour Policy
- Opportunities are provided for staff to contribute to and shape safeguarding arrangements and the Safeguarding / Child Protection Policy through staff meetings and other training sessions;
- Any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the Local Governing Board and will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer at the Local Authority (named at the start of this document);
- Effective policies and procedures are in place and updated annually including a “Staff Code of Conduct” for staff and volunteers;
- Information is provided to the Local Authority (on behalf of the LLRLSCB) through the Section 11 Safeguarding Audit and other information, as requested;
- There is an individual member of the Local Governing Board who will champion issues to do with safeguarding children and child protection within the Academy, monitor practices and procedures, liaise with the DSL, and provide information and reports to the Local Governing Board. Their details are found at the beginning of this document;
- The Academy shares information and contributes to inter-agency working in line with statutory guidance “*Working Together to Safeguard Children*” 2018, “*Information Sharing – 2018*”, the LLRLSCBs Procedures Manual (as well as *Northamptonshire County Council’s “Thresholds and Pathways” Document* and *Lincolnshire Safeguarding Children’s Board ‘Multi-Agency Procedures,’ Document*. This includes providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the Local Authority and the Safeguarding Children’s Board;
- The Academy has appropriate filtering and monitoring systems in place to monitor staff and pupil internet usage;

- Pupils are taught about safeguarding, including online, through teaching and learning opportunities and a broad, balanced curriculum;
- The pupil's wishes or feelings are taken into account when determining actions and services (voice of the child);
- A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has appropriate training. Currently this teacher is the Headteacher.
- A designated person is appointed to promote the educational achievement of children who were previously looked after. Currently this person is Ms Katy Walker.
- The Academy puts in place appropriate safeguarding responses to pupils who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

#### 4.3 **Headteacher**

The Headteacher of the Academy will ensure that:

- The policies and procedures adopted by the Local Governing Board are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of pupils;
- Allegations of abuse or concerns that a member of staff or adult working at the Academy may pose a risk of harm to a child or young person are notified to the Designated Officer at the Local Authority;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the Children's Social Care or the Police.

#### 4.4 **Designated Safeguarding Lead**

The Local Governing Board has appointed appropriate senior members of staff to deputise for the DSL in their absence. The responsibilities of the DSL are found in full in *Annex B of "Keeping Children Safe in Education" 2018* and include:

- Provision of information to the SCB (Safeguarding Children's Board) / Local Authority on safeguarding and child protection, including co-operating with other agencies and

supporting with multi-agency enquiries (including during evenings / holidays where required);

- Liaison with the Local Governing Board and the Local Authority on any deficiencies brought to the attention of the Local Governing Board and how these should be rectified without delay;
- Understanding the local (authority dependent upon child's postal address) assessment processes for providing early help and intervention;
- Referral of cases of suspected abuse to the Duty Team (and / or Police where a crime may have been committed);
- Referral of cases to the Channel programme where there is a radicalisation concern;
- Referral of cases where a person is dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required;
- Acting as a source of support, advice, supervision and expertise within the Academy (including for DDSLs who have to make referrals);
- During term time the DSL and the Deputy DSL's will be available for staff in the Academy to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours / out of term activities;
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings) and having arrangements in place to ensure attendance at meetings which may occur in holidays;
- Being alert to the specific needs of vulnerable children who may be in need, including those with special educational needs and / or disabilities;
- Ensuring each member of staff has access to, and understands, the Academy's Safeguarding / Child Protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise.
- Ensuring all staff are given, read, understand and sign for the Academy Safeguarding / Child Protection Policy, the "Keeping Children Safe in Education: 2018 Part 1" and Annex A, the Staff Code of Conduct, the Acceptable Use of the Internet Policy, the Behaviour Policy, the "Prevent Duty 2015", the Whistleblowing Policy and the Preventing Radicalisation & Extremism Policy;
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Attending refresher training courses every two years and regular updates (at least annually);

- Obtaining access to resources and training for all staff. (This should be done at regular intervals and fuller training should happen annually);
- Where pupils leave the Academy; ensuring that their child protection file is copied and handed promptly to the DSL or Headteacher of the receiving Academy / setting, signed for and receipted. See paragraph 5.5 for further details;
- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

## **5 Records, Monitoring and Transfer**

- 5.1 Well-kept records are essential to good Child Protection practice. All staff are clear about the need to record and report concerns about a pupil or pupils within the Academy. They are all aware of the “Cause for Concern” form that needs to be completed in these cases. The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.
- 5.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child Protection records are stored in individual, expandable files with an overview chronology at the front. This is kept fully up to date with all incidents, contact with the parents / carers and other professionals recorded as well as clear evidence of regular and robust reviews taking place between the DSL and DDSLs. Files are kept securely, with access confined to specific staff, i.e. the DSL, the Headteacher and Deputy DSLs.

- 5.3 Child Protection records are reviewed regularly, by the DSL and Deputy DSLs to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. Reviews are recorded clearly on individual chronologies and on the “Child Protection/Safeguarding Overview Sheets” of all cases.
- 5.4 When pupils transfer to a different school / setting Safeguarding / Child Protection records are also transferred and this is done securely as required. Safeguarding / Child Protection records are passed directly to the DSL or Headteacher in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. A copy of the Chronology from the file must be made and securely archived together with the receipt of transfer. In the event of a pupil moving out of area and a physical handover not being possible then the confidential records are sent to the named DSL by registered post and a receipt is included for return. This receipt is always chased up.  
NB If the pupil is moving out of County the Local Authority advice is to copy and retain the Child Protection record before it is transferred to the new setting.

Files requested by other agencies e.g. Police are copied and shared as appropriate.

## 6 Support for Pupils and School Staff

### 6.1 Support for Pupils

Our Academy recognises that **children who are abused or who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children the Academy may be one of the few stable, secure and predictable aspects of their lives. **Children under five** are considered to be extra vulnerable because of their age. Other children may be **vulnerable** because, for instance they:

- **Have English as an additional language;**
- **Are of a cultural heritage that may pose risk, such as from FGM or Forced Marriage;**
- **Are refugees;**
- **Are homeless (or at risk of becoming homeless);**
- **Are Looked After or Previously Looked After;**
- **Have a disability and specific additional needs;**
- **Have special educational needs (whether or not they have a EHCP);**
- **Are a young carer;**
- **Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;**
- **Are frequently missing from care or from the home;**
- **Are misusing drugs or alcohol themselves;**
- **Are at risk of modern slavery, trafficking or exploitation;**
- **Are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;**
- **Have returned to their family from care;**
- **Are showing early signs of abuse and/or neglect;**
- **Are at risk of being radicalised or exploited;**
- **Are being privately fostered.**

We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence. Support will be given within the Academy or we will seek external services to help.

### 6.2 Disclosure

All staff are made aware what to do if a child discloses that he or she has been abused in some way. They will:

- Listen to what is being said without displaying shock or disbelief;
- Accept what is being said;
- Allow the child to talk freely;
- Reassure the child, but not make promises which it might not be possible to keep;
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- Reassure him or her that what has happened is not his or her fault;
- Stress that it was the right thing to tell;

- Listen, only asking questions when necessary to clarify. (Using the “TED” approach “Anything else you want to tell me?”, “Can you explain/describe what you mean?”);
- Not criticise the alleged perpetrator;
- Explain what has to be done next and who has to be told;
- Make a dated, signed written record (see 5.1).
- Pass the information to the DSL (or DDSL) without delay.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

**If a staff member receives a disclosure about potential harm caused by another staff member, they should follow procedures as outlined in Appendix 4.**

6.3 The Headteacher, Designated Teacher for Looked After Children and Designated Person for Previously Looked After Children are responsible for promoting the achievement and well-being of children who are **looked after (LAC) and previously looked after**. Members of staff will have information relating to the pupil’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him / her. The Designated Teacher for LAC and Previously LAC will also have details of the pupil’s social worker and the name of the Virtual School Lead in the authority that looks after the pupil and will attend training appropriate to their role.

#### 6.4 **Children Missing from Education (CME)**

The Academy recognises the importance of the fact that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

**A child going missing from an education setting can act as a vital warning sign of a range of safeguarding possibilities.**

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where this happens, the DSL will follow the County’s procedures. Cases will be closely monitored and information reported to Educational Inclusion Partnerships (EIP) and the MASH, as appropriate.

All staff are aware of the Academy unauthorised absence and children missing from education procedures.

#### 6.5 **Peer-On-Peer Abuse**

- a. Our Academy recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place.
- b. Children are capable of abusing their peers and procedures are in place to minimise the risk of peer-on-peer abuse and to investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals will be supported.
- c. Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-On-Peer abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual harmful behaviour and/or abuse including sexting, on-line abuse i.e. cyberbullying, initiation/hazing, etc.)

For further explanation:

**i. Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. These include sending “nude pictures”, “rude Pictures” or “nude selfies”. Pressuring someone into sending nude pictures can happen in any relationship and to anyone, whatever age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

**ii. Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

- d. Staff should also be alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff should also be alert to the fact that there is likely to be a risk to pupils other than the current victim.
- e. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

- f. Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.
- g. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.
- h. Staff should not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.
- i. Keeping Children Safe in Education” 2018 makes it clear that “Abuse is abuse and should never be tolerated or passed off as banter or part of growing up”.
- j. Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is found in Appendix 2.

## 6.6 Private Fostering

- a. The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.
- b. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage / affinity).
- c. We know that many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.
- d. There are many reasons why children and young people are privately fostered, for example:
  - Parental ill health;
  - Children sent to this country for health care or education by parents living overseas;
  - Children living with a friend's family as a result of separation, divorce or arguments at home;
  - Children at boarding schools who do not return to their parents during holidays;
  - Teenagers living with the family of a boyfriend or girlfriend;
  - Children on holiday exchanges or living with host families for a variety of reasons;
  - Children brought from abroad with a view to adopt;
  - Children whose parents work unsocial hours;
  - Children whose parents are in prison;
  - Children whose parents are serving in the forces.
- e. Professionals that become aware of a child that is being privately fostered should encourage the parent / carer to inform the Duty Team of the arrangement or contact the Duty Team themselves if they think parents / carers may not have done so already.

## 6.7 Children with Special Educational Needs and/or Disabilities

Our school recognises that pupils with **special educational needs and / or disabilities can face additional safeguarding challenges**. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to isolation than other children;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

6.8 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the Academy's complaints process.

6.9 The Local Governing Board and Academy staff should ensure the pupil's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children. This will happen through ensuring there are systems in place for pupils to express their views and give feedback.

## 6.10 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the pupil / young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he / she should in the first instance speak to the DSL/DDSL about the support he / she requires. The DSL/DDSL will seek to arrange the necessary support.

## 7 Working with Parents / Carers

The Academy will:

- Ensure that parents / carers have an understanding of the responsibility placed on the Academy and staff for Safeguarding / Child Protection by setting out its obligations in the Academy Prospectus and / or on the Academy website;
- Undertake appropriate discussion with parents / carers prior to involvement with another agency or with the Duty Team unless to do so would place the child at risk of harm or compromise an investigation.
- Engage parents / carers in the early help agenda for their local authority where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.

## 8 Other Relevant Policies

8.1 The Local Governing Board's statutory responsibility for safeguarding the welfare of children goes beyond simply Child Protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other documents and policies, for instance;

- Safer Recruitment Policy;
- The Visitor Policy;
- Staff Code of Conduct;
- Behaviour Policy;
- The Equality Duty (incorporating Racist Incidents);
- The Anti-Bullying Policy (including Cyberbullying);
- Use of Force to Control or Restrain policy;
- Trips and Visits Policy and Risk Assessments;
- Administration of Medicines Policy;
- Health and Safety Policy and associated Risk Assessments;
- Attendance & Absence Policy;
- Whistleblowing Policy;
- Prevention of Radicalisation and Extremism Policy
- Online Safety and Acceptable Use Policy;
- Critical Incident Policy/Procedures.

The above list is not exhaustive but when undertaking development or planning of any kind the Academy will consider the implications for safeguarding and promoting the welfare of children.

## 9 Recruitment and Selection of Staff

- 9.1 The Academy's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education" – September 2018*. When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including: identity checks, criminal record checks (enhanced DBS checks), barred list checks, right to work checks and prohibition checks together with references and interview information. The Academy will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 9.2 The Academy has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the role of the DSL, given the Academy Safeguarding / Child Protection Policy, "Keeping Children Safe in Education 2018: Part 1", the "Staff Code of Conduct", the government's "Prevent Duty", the Acceptable Use of the Internet Policy, the Whistleblowing Policy, the Prevention of Radicalisation and Extremism Policy and the Academy Safeguarding booklet (these form the basis for the

Safeguarding induction); staff and governors are asked to sign to confirm these are read, understood and agreed.

- 9.3 On every interview panel for Academy staff, at least one member will have undertaken Safer Recruitment training and this will be refreshed at least every five years (even though this is not now statutory), either online or by attending an appropriate local or national accredited training course.
- 9.4 In line with requirements, all Governors have had DBS and identity checks and additionally, leaders and managers have had Section 128 checks. Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent Academy (which includes academies and free schools). This vetting check must be completed to ensure that someone has not been prohibited from the management of a school. (It is carried out in a similar way to Prohibition from teaching checks).

## **10 Information Sharing**

- 10.1 Our Academy recognises the importance of sharing relevant information with other agencies and follows statutory guidance as set out in “Information Sharing - Advice for Practitioners” July 2018.

## **11 Staff / Pupil Relationships**

- 11.1 All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003. This also extends to the use of social media.

## **12 Additional Safeguarding Awareness for Staff**

- 12.1 Staff need to be aware of, and will have training on, the following areas which are related to the wider Safeguarding agenda:
- Signs of Abuse & Neglect;
  - Peer-On-Peer Abuse;
  - Sexual Violence and Harassment;
  - Child Sexual Exploitation;
  - Children Missing from Education;
  - Modern Slavery, Trafficking and Exploitation;
  - Female Genital Mutilation;
  - Forced Marriage;
  - So called Honour-Based Violence;
  - Domestic Abuse / Violence;
  - Gender Based violence;
  - The Prevent Duty / Preventing Radicalisation and Extremism;
  - Child Poverty / Spiralling Debt;

- Housing Issues / Homelessness;
  - Fabricated & Induced Illness;
  - Bullying;
  - Faith & Cultural Abuse;
  - Anti-social or Criminal behaviour;
  - Gang Involvement and Association with Organised Crime Groups;
  - Child Criminal Exploitation (County Lines);
  - Private Fostering;
  - Vulnerability of those with Special Needs / Disabilities;
  - Impact of Parent / Carer Mental Health Issues;
  - Impact of Drug / Alcohol / Substance Misuse;
  - Dog Bites;
  - Being a Young Carer / Young Parent
  - Children and the Court System;
  - Children with Family Members in Prison.
- 12.2 Staff will also be made aware of learning from local and national Serious Case Reviews and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the Academy.
- 12.3 All staff adhere to the Home Office and DFE guidance on the use of social media and online activity by extremists to radicalise and recruit young people (July 2015). The Academy will take advice and use existing SCB safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary.
- 12.4 All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding / child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## APPENDIX 1

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

### DEFINITIONS OF ABUSE

*(From 'What to do if you're worried a child is being abused?' 2015)*

#### Understanding and Identifying abuse and neglect?

"Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm".

"Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others including via the internet".

"Abuse and neglect can happen over a period of time, but can also be a one-off event".

"Child abuse and neglect can have major long-term impacts on all aspects of a child's health and well-being".

#### Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

#### Sexual Abuse

Sexual Abuse is a sexual activity with a child. It 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. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may 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 commit sexual abuse, as can children.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter; protecting a child from physical and emotional harm or danger; ensuring adequate supervision (including the use of inadequate care-givers) or ensuring access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal substance abuse or alcohol abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

## **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may involve seeing or hearing the ill-treatment of another person. 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 though it may occur alone.

## APPENDIX 2 – OTHER AREAS RELATED TO ABUSE

### CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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.

***“Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” DFE February 2017***

#### Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the Academy. The DSL will ensure that the appropriate local authority’s online assessment tool is completed (and if the case is subsequently referred into children’s social care, the completed assessment will be included with the referral.

Rutland : <http://lrsb.org.uk/cse-risk-assessment-tool-and-ref>

Lincolnshire: <https://www.lincolnshire.gov.uk/lscb/professionals/abuse/sexual-exploitation/124636.article>

Northamptonshire: <http://northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/publications/cse-assessment/>.

In all cases if there are concerns that the pupil is in immediate danger then you should contact the police on 999 or the LA Duty Team.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the LA toolkit (links above)

Possible Indicators may include:

- 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/suspicious 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.

**Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.**

#### **Important points to remember - CSE:**

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- May be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it;
- Groups of children and young people and multiple perpetrators may be involved (organised abuse);
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;

- Children and young people with additional needs require special consideration up to the age of 25 years.

## **Trafficking**

This is when a child or young person is moved from one place to another, so that he or she can be exploited.

This includes situations when a child / young person has:

- Been bought or sold for money;
- Been tricked into leaving home;
- Been given away by their family because the family need money;
- Been made to leave their home because of war
- Chosen to leave home, thinking they are going to a better life.

The movement of a child / young person can be international or within the same country. In most cases, the child / young person suffers because they have been forced or tricked into moving.

Child trafficking is growing more common and affecting the lives of more children / young people every day.

## **FEMALE GENITAL MUTILATION**

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially removing external female genitalia, or;
- Injuring the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

With growing and emerging migrant populations in the County it is vital that agencies and organisations work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Serious Crime Act 2015 also includes:

- Provision of lifelong anonymity in the media of FGM;
- A new offence of ‘failing to protect a girl from FGM’ – each person responsible for the girl at the time the FGM occurred will be liable;
- FGM Protection Orders – for the purposes of protecting a girl against the commission of a FGM offence or protecting a girl against whom such an offence has been committed;
- A new mandatory reporting duty requiring specified regulated professionals (healthcare, social care and teachers) in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

### **Identifying a child at risk of FGM - Indications that FGM may be about to take place:**

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of the school two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A pupil talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A pupil talking about “becoming a woman” or “rites of passage” or a “special ceremony”;
- A pupil talking about new clothing or special outfits;
- A pupil may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

### **Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:**

- A pupil may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from the school;
- A prolonged absence from the school with noticeable behaviour changes on the girl’s return could be an indication that the girl has recently undergone FGM;
- A pupil requiring to be excused from physical exercise lessons without the support of her GP;
- A pupil may confide in a professional or ask for help. Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
  - Younger siblings;
  - Current daughters or daughters she may have in the future;
  - Extended family members.

Staff **must** report to the police cases where they discover that an act of FGM appears to have been carried out, in line with the Female Genital Mutilation Act 2003. Unless the member of staff has a good reason not to, they should also still discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, members of staff will follow local safeguarding procedures.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

## **FORCED MARRIAGE**

Our Academy staff are aware that forced marriage can happen to pupils as young as ten years of age.

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic / child abuse and a serious abuse of human rights. Forced marriage is not the same as arranged marriage (where both parties consent).

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. FM was made illegal as of 16th June 2014.

For further information: "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage" 2014

Forced Marriage Unit – **020 7008 0151**

[fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## **SO CALLED HONOUR-BASED VIOLENCE**

So called "honour-based violence" (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and / or community. It includes FGM, Forced Marriage and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBV, or already having suffered HBV.

## **PREVENTING RADICALISATION AND EXTREMISM**

**See also the Academy "Preventing Radicalisation & Extremism" Policy**

The Counter-Terrorism and Security Act 2018 and The Prevent Duty – July 2015 place a duty on specified authorities, including the local authorities and childcare, education and other children's

services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent Duty').

The Counter-Terrorism and Security Act 2018 also places a duty on local authorities to ensure Channel Panels are in place. The Panel must include the local authority and Chief Officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Academies and colleges who are required to have regard to "Keeping Children Safe in Education 2018" are listed in the Act as partners of the panel.

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. Extremism is defined as a rejection of a cohesive, integrated, multi-faith society and parliamentary democracy. The local agenda supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Leicestershire and Rutland Safeguarding Board has embedded prevent into its safeguarding procedures. Any contacts with concerns in relation to Prevent are made to the dedicated Prevent Team. Further information can be found here:

[http://lrsrb.proceduresonline.com/chapters/p\\_viol\\_extrem.html#referral](http://lrsrb.proceduresonline.com/chapters/p_viol_extrem.html#referral)

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the DSL within the Academy will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the "Prevent Duty" academies must address the four key areas which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

## **Risk Assessment**

Academy staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers:

Leicestershire & Rutland:

Email: [prevent@stphilipscentre.co.uk](mailto:prevent@stphilipscentre.co.uk) or phone **07403 727727 (Will Balde or 101 (ext. 6726))**

Lincolnshire: [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or phone **01572 885350**

Northamptonshire Police:

E-mail: [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk) or phone **101 (ext. 343931) or 101 (ext. 345215)**

Or from the DFE who also have a dedicated helpline: **020 7340 7264**.

Actual Referrals must go to the local authority Duty Team

## **Working in Partnership**

Academies are required to work in partnership with the relevant SCB, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent Engagement Officers and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The Academy recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

## **Staff Training**

In line with the Prevent Duty, the Academy is required to assess training needs in the light of their assessment of risk. Ryhall CE Academy currently assesses their risk to be low. (Further detail about this assessment can be found in our "Preventing Radicalisation and Extremism Policy"). The DSL has accessed Prevent training in line with the requirements of "Keeping Children Safe in Education 2018" and disseminated appropriate information to other Academy staff. In addition, all staff have completed online training and certificates are retained by the DSL.

## **IT Policies**

Measures are in place at the Academy which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the pupils to understand ways in which to stay safe online.

The Online Safety Lead maintains documentation to support the monitoring process and actions as required.

Staff have been made aware during in-house training of the dangers of online activity by terrorist and extremist groups and know how to report any concerns to the Online Safety Lead and DSL.

Suspected on-line terrorist content can be reported to HM Government:

[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

## **DOMESTIC VIOLENCE AND ABUSE**

The Government definition of Domestic Violence is:

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

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.”

**Controlling behaviour** is a range of acts designed to make a person subordinate and / or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

### **Domestic Violence indicators in children**

At our Academy we are aware that the majority of referrals to the Duty Team and a number of Serious Case Reviews involve domestic violence. We will therefore ensure that we look out for possible indicators and talk to the DSL as a matter of urgency.

It is important to note that children may respond to domestic violence in different ways even within the same family. Some children may be profoundly affected by witnessing domestic violence whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children’s coping strategies and reactions to domestic violence may also be similar to those for other forms of abuse. Learning to recognise domestic violence can therefore be useful in helping to protect children from all forms of abuse.

Possible Indicators:

#### **0 – 5 years**

- Violence to the mother during pregnancy may result in neurological and physical damage;
- Physical and emotional neglect may result in basic needs for food and warmth not being met;
- Under-stimulation and neglect can result in cognitive delay;
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- Babies and toddlers have difficulty in communicating distress.

#### **5-9 years**

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse;
- School behaviour and academic attainment may be impaired;

- Pupils may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- Unplanned separations may cause distress and disrupt education and friendship patterns;
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- Children may take on too much responsibility for self, parents and younger children.

### **10 years +**

- Coping with puberty without support;
- Denying own needs and feelings;
- Low self-esteem;
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- Poor school attainment due to difficulties concentrating;
- Poor school attainment due to absence in order to protect parent or younger children;
- Unacceptable behaviour resulting in pattern of school exclusion;
- Isolation caused by reluctance to disclose for fear of family disruption.

Further guidance can be found at:

NSPCC - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Refuge - <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safelives - <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **MENTAL HEALTH ISSUES**

Further information can be found in DfE guidance “Mental Health and Behaviour in Schools” – 2017.

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong;
- Resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils’ lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic violence etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

### **Self-Harm and Suicidal Tendencies**

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously as they could be indicative of a serious mental or emotional disturbance.

### **Substance Abuse**

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent / carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents / carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's / carer's ability to engage with their child. It may also affect a parent's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help are also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent;

- Drink alone;
- Drink every day;
- Get “the shakes” when they have not had a drink;
- Miss work or social activities;
- Neglect their own health, appearance and homes;
- Not be able to stop their drug or drinking habit;
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent’s drug or alcohol misuse include:

- Poor appearance;
- Delayed development;
- A child who is caring for a parent.

### **Children and the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

5-11 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

12-17 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

### **Children with Family Members in Prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

<https://www.nicco.org.uk/>

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

Like other forms of abuse and exploitation, county lines exploitation:

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

## **Homelessness**

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets which usefully summarise the new duties:

"Homeless Reduction Act Factsheets" can be found at:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases Academy staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL or DDSL should ensure appropriate referrals are made based on the child's circumstances.

## **Sexual Violence and Sexual Harassment between Children in Schools and Colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find

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

Staff should be aware of the importance of:

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

Dismissing or tolerating such behaviours risks normalising them.

## **What is Sexual violence and sexual harassment?**

### **Sexual Violence**

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

#### **Rape:**

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

#### **Assault by Penetration:**

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

#### **Sexual Assault:**

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

#### **What is consent?**

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

#### **Sexual Harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised

names;

- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence -it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation;
- Coercion and threats.

### **The response to a report of sexual violence or sexual harassment**

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

If staff have a concern about a child or a child makes a report to them, they should follow up and speak to the DSL or DDSL immediately.

Further information should be read in the 2017 DfE guidance:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## APPENDIX 3

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A PUPIL

#### Contents

- A General**
- B Individual Staff / Volunteers / Other Adults – main procedural steps**
- C Designated Safeguarding Lead – main procedural steps**
- D Professional Challenge and Disagreements**

#### **A. General**

1. Leicestershire and Rutland Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LLRLSCB website <http://llrscb.proceduresonline.com/index.htm> . The DSL is expected to be familiar with these, particularly the referral processes and with the “Thresholds” document.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the DSL, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his / her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
4. Written records, dated and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In most cases of concern there will be an expectation that the school can demonstrate that they have engaged parents in the “Early Help” process. This is appropriate where it is thought a pupil may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a pupil may be the subject of neglect. In most cases the parents’ /carers’ knowledge and consent to the referral are expected, unless there is reason for this not being in the pupil’s interest. However, there will be circumstances when informing the parent / carer of a referral might put the pupil at risk and in individual cases advice from the Duty Team will need to be taken.

#### **B. Individual Staff / Volunteers / Other Adults – main procedural steps**

1. When a pupil makes a disclosure, or when concerns are received from other sources, **do not** investigate, interview, ask leading questions, examine pupils, or promise confidentiality. Pupils making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2. As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done (on a school “Cause for Concern” Form) and report to the DSL in the Academy.

3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or pupil, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.
4. If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer. (See contacts on Page 4 of this policy).
5. If this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

### **C. Designated Safeguarding Lead – Main Procedural Steps**

1. Individual, expandable case files will be initiated for pupils as soon as there is more than one concern. An overview chronology, which will hold a record of all communications, concerns and actions, is then started and put at the front of the case file. Such files will be stored securely (see Section on Records, Monitoring and Transfer). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded. Where there is just one concern the situation is monitored and such records are kept in a Ring File which is reviewed regularly by the DSL, Deputy DSL and other relevant staff (to ensure no further concerns come to our attention).
2. Where initial enquiries do not justify a referral to the investigating agencies we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the Duty Team:
  - a. Rutland: **01572 758407**
  - b. Lincolnshire: **01522 782111**
  - c. Northamptonshire: **0300 126 1000 (Option 1, then Option 3);**

All contact related to the concern will be recorded.

3. We will share information confidentially with those who need to know observing the guidelines as laid out in “Information Sharing” 2018. Information on a pupil can be ‘logged’ with the Duty Team. This does not always require submission of a referral form unless instructed to complete one by the Duty Team. Any information logged with the Duty Team needs to be recorded on the chronology in the pupil’s confidential Child Protection file.
4. Where there is a Child Protection concern requiring immediate, same day, intervention the Duty Team will be contacted immediately by phone and their advice will be followed. Written confirmation will follow within 24 hours on the appropriate LA Interagency Online Referral Form. All other referrals will be made firstly through a telephone conversation with the Duty Team and then by following up with the online form, where requested to do so.
5. If it appears that urgent medical attention is required, we will arrange for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who will inform medical staff that non-accidental injury is suspected. Parents / carers will be informed that the pupil has been taken to hospital.
6. Exceptional circumstances: if it is feared that the pupil might be at immediate risk on leaving the Academy, we will take advice from the Duty Team (for instance about difficulties if the

school day has ended, or on whether to contact the police). A member of the Senior Leadership Team will remain with the pupil until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the pupil arrives to collect the pupil, the member of staff has no right to withhold the pupil, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the Duty Team will be updated and the Police will be contacted immediately.

#### **D. Professional Challenge and Disagreements**

1. Working with pupils and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.
2. The culture within our Academy enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the Academy. This may include raising concerns about decisions, actions or inaction by colleagues about individual pupils. If necessary, staff members will speak to the DSL, Deputy DSL, Headteacher, Chair of Governors or Designated Officer.
3. Co-operation across all agencies is vital to provide the best outcomes for pupils and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, Conferences and case management.
4. If there are any professional disagreements with practitioners from other agencies the DSL (or the Headteacher) will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in the Procedures Manual for the appropriate SCB.

## APPENDIX 4

### PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil or;
- Behaved towards a pupil or pupils in a way that indicates he or she would pose a risk of harm if they work regularly or closely with pupils.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges”* - 2018 (part 4).
- Whistleblowing Policy

#### **A Individual Staff / Volunteers / Other Adults who receive the allegation:**

1. Write a dated and timed note of what has been disclosed or noticed, said or done.
2. Report immediately to the Headteacher.
3. Pass on a written record to the Headteacher.
4. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer as soon as possible or, if unavailable, contact Duty Team – Rutland - the same day.)

#### **B Headteacher**

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Before taking further action notify and seek advice from the Designated Officer or, if unavailable, the Duty Team (Rutland) on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the Duty Team (Rutland) (and Ofsted) if the Designated Officer so advises or if circumstances require a referral. OFSTED: Whistleblowing Hotline (0300 1233155)
5. Ongoing involvement in cases:

- Liaison with the Designated Officer;
- Co-operation with the investigating agency's enquiries as appropriate;
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

### **C Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Notify the Designated Officer or, if unavailable, the Duty Team on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the Rultand Duty Team (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
  - Liaison with the Designated Officer;
  - Co-operation with the investigating agency's enquiries as appropriate;
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

### **D. Record Keeping**

Details of allegations that are found to have been malicious should be removed from Personnel Records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential Personnel File of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

## APPENDIX 5

### **POLICY FOR USE OF MOBILE PHONES, CAMERAS AND OTHER HANDHELD DEVICES**

Please also see the Staff Code of Conduct, Online Safety and Acceptable Use Policies.

To ensure the safety and welfare of the pupils in our care this policy outlines the protocol for the use of personal mobile phones, cameras, laptops and other handheld devices in the Academy.

- All staff must ensure that their personal mobile phones, cameras and other such recording devices are stored securely during working hours on Academy premises or when on outings. (This includes visitors, volunteers, trainees, parents / carers and pupils \*Note, pupils are not given permission to bring such devices to school and may be confiscated to be collected by parents).
- Mobile phones must not be used in any teaching area in the school or within toilet or changing areas, unless this is the school mobile phone and is used for the purpose of recording learning.
- Only Academy equipment should be used to record classroom activities. Photos and video footage should be put onto the secure school system as soon as possible and not sent to, or kept on, personal devices.
- During school outings nominated staff will have access to a specific school mobile phone which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event when specified by the Headteacher (or another member of staff that she may have given the authority to do so). The school protocol requires that photos of other people's children (taken in school) are not published on social networking sites such including Facebook, Snap Chat, Instagram, You Tube, WhatsApp or other such sites (except the school social media pages in the instance of prior consent being given by parent/carer).
- Staff and parents / carers are advised against the misuse of network sites such as Facebook and Twitter, WhatsApp to share confidential, negative or abusive comments or information regarding the Academy, a member of staff, parent / carer or pupil. (Misuse will be dealt with through official channels such as the Police).

## APPENDIX 6

### PROCEDURES TO FOLLOW IN CASES OF REPORTING SEXTING

There is no clear definition of 'sexting'. Instead, this procedure talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the UKCCIS guidance (Responding to sexting in schools and colleges), this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

#### **Incidents covered by this procedure:**

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

#### **Incidents not covered by this procedure:**

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

#### **Response to incidents of youth produced sexual imagery**

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.'

#### **The Law**

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue." Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

## **Crime recording**

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery:

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

## **What to do if you are made aware of ‘youth produced sexual imagery’:**

1. Refer to the designated safeguarding lead
2. Do not view the image unless it is avoidable

## **What should the DSL do?**

1. DSL meets with the young people involved
2. Again, avoid viewing imagery but respond to what you have been told the image contains. If it is felt necessary to view, this should be discussed with the Headteacher first (if this is not the DSL). If viewing is necessary it should be with another member of staff present. Always make a written record if images are viewed along with reasons and who was present. Both viewers to sign and date.
3. NEVER PRINT, COPY OR SHARE THE IMAGE AS IT IS ILLEGAL
4. Discuss with parents, unless there is an issue where that's not possible

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with Academy safeguarding procedures. If the incident has been dealt within school, a further review should be held to assess risks.

If there is any concern the young person is at risk of harm, the DSL must contact social care or the police.

## **Always refer to the police or social care if incident involves:**

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g. SEN]
- images show atypical sexual behavior for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

## **Deleting images (from devices and social media)**

If the school has decided that involving other agencies is not necessary, consideration should be

given to deleting the images. It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

## APPENDIX 7

### DOG BITES ON CHILDREN

The following guidance has been agreed by partner agencies for the Northamptonshire Safeguarding Children's Board. Similar guidance has not been produced by Leicestershire and Rutland or Lincolnshire, though it is always advisable to make a call to the Duty Team following the information below:

#### **Academy staff must:**

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

#### **A referral to the MASH (Northants Duty Team) should be considered if any of the following criteria apply:**

- The pupil injured is under two years of age;
- The pupil is under five years of age and injuries have required medical treatment;
- The pupil is over five years and under 18 who has been bitten more than once by the same dog;
- The pupil is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous;
- A prohibited and / or dangerous dog is reported and / or treated, and is believed to be living with and / or frequently associated with children under 5 years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the pupil, or other children (for example, if the dog has already been 'put down' or removed).

**Please be mindful that the bite does not have to be a vicious injury.**

**Definitions:**

- Certain dogs are '**prohibited**' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;
- Any dog can be '**dangerous**' (as defined by The Act) if it has already been known to inflict or threaten injury.

## APPENDIX 8

### CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009, and updated in August 2018, prohibit anyone who is disqualified themselves under the Regulations, or who live in the same household as a disqualified person, from working in a relevant setting, including a school.

#### Who is disqualified?

A person is disqualified if any of the following apply:

- They have been disqualified by the DBS;
- They have committed any offences against children;
- They have committed any sexual offence against an adult or child;
- They have committed murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH) and grievous bodily harm (GBH).

For full details of what constitutes 'disqualification', refer to Schedules 1, 2 and 3 of the Regulations.  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

#### Key Actions for Academies:

##### Staff who may be disqualified.

Academies should immediately contact PDET's HR Manager if they:

- Know of anyone in their employment who is, or may be, disqualified;
- Receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

##### Disqualified Workers

PDET's HR Manager will provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee will need to be dismissed unless redeployment options are available.

#### Record Keeping and Storage of Declarations (Staff and Volunteers)

##### Storage:

The Academy must handle and store all information carefully, in accordance with normal Data Protection and GDPR regulations.

It is recommended that Disclosure Declaration Forms should be placed on Personnel Files. (Files should only be accessed by those staff required to do so).

### **Single Central Record:**

There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but we recognise that this is good practice and record the date that forms have been completed.

### **Regularity of Checks:**

There is no statutory requirement for declaration forms to be completed on a regular basis. However, it is recommended that, as part of the Academy's approach to safeguarding, they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

**APPENDIX 9**

**STAFF TRAINING RELATED TO SAFEGUARDING**

Training	Date of Training	Training Provider
<b>Designated Safeguarding Lead</b>		
<b>Deputy Designated Safeguarding Lead</b>		
<b>Designated Teacher for LAC</b>		
<b>Governor Training</b>		
<b>School Awareness Raising</b>		
<b>Other Relevant training</b>		



Action Taken by DSL

Date:

Time:

Signature:

Print: