



City Learning Trust

CLT Safeguarding & Child Protection Policy 2019 - 2020

01 September 2019



Academy Logo here

SAFEGUARDING AND CHILD PROTECTION POLICY

**Approved:
Review Date:**

Signed by:

Head Teacher/Principal. _____

Chair of Local Governing Committee. _____

Contents:	Pages
Introduction and key documentation	2
Types of abuse	6
Signs and symptoms of abuse	7
Specific safeguarding issues	9
Roles and responsibilities for safeguarding	18
Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed.	19
Training and Recruitment	23
Managing Allegations and Whistleblowing	24
Appendix A: Role of Designated Safeguarding Lead	26
Appendix B: Flowchart for staff raising safeguarding concerns about a child.	29
Appendix C: Managing Allegations against Staff & Volunteers	30
Appendix D: Whistleblowing Form	32

INTRODUCTION

(Academy name here) fully recognises its responsibilities for safeguarding and Child Protection.

This policy is for the purpose of:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is only one part of safeguarding and promoting welfare. By working proactively with other agencies, the need for action, to protect children from harm should be reduced.

Children defined as 'in need' are those whose vulnerability is such they are unlikely to reach their potential without the provision of services.

The Academy Designated Safeguarding Leader(s) is/are:

The Deputy Designated Safeguarding Lead (s) are:

(names here)

The Academy Safeguarding Administration Lead is **(Name here)** .

The Education Welfare Officer working with the Academy is **(Name here)** .

The designated governor for Child Protection and safeguarding is **(Name here)** .

The Local Authority Designated Officer is Linda Hancock.

The Local Authority Agency Link for training is Dawn Casewell.

Our policy applies to all staff, Local Governing Committee and volunteers working in the Academy, who have a key duty to safeguard and promote the welfare of children. A child is anyone who has not reached their 19th birthday. All visitors to the Academy must comply

with Academy policy and protocols for safeguarding and are advised and supported accordingly on arrival to and for the duration of their visit to the Academy.

At **(Academy name here)** we are committed to safeguarding children and young people and we expect everyone who works in, or visits our Academy to share this commitment.

Adults in our Academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

(Academy name here) recognises its legal duty to work with other agencies in protecting children from harm and in responding to abuse. We aim to encourage open and accepting attitudes towards children as part of our responsibility for pastoral care. We trust that parents and children will feel able to talk about any concerns and that they will see the Academy as a safe place if there are difficulties at home. Children's fears and worries will be taken seriously if they ask for help from a member of staff.

However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

POLICY AIMS

1. We believe that children must be protected from harm at all times.
2. We believe every child and young person should be valued, safe and happy. We want to make sure that children and young people we have contact with know this and are empowered to tell us if they are suffering harm.
3. We want children and young people who use or have contact with our Academy to enjoy what we have to offer in safety.
4. We want parents and carers to be supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.
5. We will review our Child Protection and Safeguarding Policy and procedures every year or more frequently if necessary to make sure they are still relevant and effective.

LEGAL FRAMEWORK

(Name of Academy) will fulfil their local and national responsibilities as laid out in the following documents:-

'Working Together to Safeguard Children' (2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together To Safeguard Children-2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_To_Safeguard_Children-2018.pdf)

"Keeping Children Safe in Education" (September 2019), which is the statutory guidance for Academies and Colleges. The guidance is available via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

"What to Do if Worried a child is being Abused: Advice for Practitioners". March 2015.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_service_s.pdf

“The Prevent Duty Departmental, advice for Academies and child care providers June 2015. The guidance is available via the following link:

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

Furthermore, we will follow the procedures set out by the Childcare Act (2006, as amended 2018) and the Stoke-on-Trent Safeguarding Children's Board:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

“Inspecting safeguarding in early years, education and skills settings” (updated September 2019), which is the Ofsted guidance for inspections. The guidance is available via the following link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

The Academy carries out an annual audit of its Safeguarding which is a requirement of the Education Act 2002 & 2006.

Links should be made with other relevant guidelines, policies and procedures such as (but not limited to):

Safe Recruitment and Induction	First Aid/Asthma and Medicines
Education PREVENT policy and audit.	E-Safety
Code of Conduct	Visitors to Academy policy
Equalities	Early Years Personal Care
Positive Handling	PSHE
Whistleblowing/Disqualification	Behaviour for learning and Life
Health & Safety	Anti-Bullying
EVOLVE risk assessments	

Safeguarding Mission Statement:

At **(Name of Academy)**, we are committed to offering exceptional, inclusive education which is based upon the Academy being a centre of excellence in learning for all, within and beyond the curriculum, and where the well-being of the children, staff and the community is a priority.

Our pupils will experience an education where they feel safe, secure and motivated to learn, and where they are able to access the highest quality teaching from innovative, forward thinking, caring and committed staff.

Signs of safety

It is essential for safeguarding teams within The City learning Trust to be current with new approaches to multi agency working. As a result, designated staff within all City Learning Trust Academies will undertake training for the Signs Of Safety. The Signs of Safety risk assessment process integrates professional knowledge with local family and cultural knowledge and helps keep the safety and well-being of the child at the centre of the work. This proactive approach allows a partnership to develop with parents and professionals alike to focus on the safety of the child.

Consent: Whilst professionals should in general discuss any concerns with the child, their parents / carers and where possible seek their agreement to making referrals to First Response/ SRT, **this should only be done where such discussion and agreement-seeking will not place the child or others at increased risk of suffering significant harm.** Consent / agreement is not required for Child Protection referrals; however, the referring professional, would need to, where possible. discuss with and inform parents or carers that you are making a referral as stated above, **unless** by alerting them you could be putting that child or others at risk.

Safeguarding arrangements at **(Name of Academy)** are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Local Governing Committee and Volunteers should play their full part in keeping children safe.
- That **(Name of Academy)** operates a child-centred approach, with a clear understanding of the needs, wishes, views and voices of children.
- That all Staff, Local Governing Committee and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Local Governing Committee and Volunteers should feel confident that they can report **all matters of safeguarding children**, where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

Children who may require **early help**

Staff and Volunteers working within the Academy should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme

These children are therefore more vulnerable; the Academy will identify who their vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

There are 5 main elements to our Policy, which are described in the following sections:

- **The types of abuse that are covered by the policy;**
- **The signs of abuse that Staff and Volunteers should look out for;**
- **Roles and responsibilities for Safeguarding;**
- **Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;**
- **How the Academy will ensure that all Staff and Volunteers are appropriately trained, and checked for their suitability to work within the Academy;**

How the policy will be managed and have its delivery overseen.

Our policy is made available to parents, via our website and a hard copy on request. Our policy will be reviewed annually, or sooner as required relating to any changes in statutory legislation or local guidance and recommendations.

The Headteacher/Principal, supported by Local Governing Committee will oversee delivery of the policy into working practices, supported by the Safeguarding review and audit processes across the year.

Review date: September 2020

Types of abuse:

Categories of Abuse

Recognising the Signs and Symptoms of Abuse

It is important in this section to provide definitions of abuse and the Trust should advise that all staff need to familiarise themselves with these definitions. It is also important in this section that you reflect your organisations commitment to ensuring that all workers have a basic awareness of child abuse and how you will ensure this happens i.e. through training. More information regarding training can be sourced at:

www.staffsscb.staffordshire.gov.uk/Training/

www.safeguardingchildren.stoke.gov.uk/Professionals/Training

[Working Together to Safeguard Children 2019](#) defines the main categories of child abuse, which is also used for the purposes of drawing up Child Protection plans for children at risk of harm. The categories are as follows:

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware

of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and Symptoms of Abuse

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children/young people may show symptoms from one or all of the categories. This should not be used as a checklist. Workers and volunteers should be aware of anything unusual displayed by the child.

PHYSICAL SIGNS OF ABUSE	<ul style="list-style-type: none"> • Bruise marks consistent with either straps or slaps • Undue fear of adults - Fear of going home to parents or carers • Aggression towards others • Unexplained injuries or burns – particularly if they are recurrent and especially in non mobile babies • Any injuries not consistent with the explanation given for them • Injuries that occur to the body in places which are not normally exposed to falls, rough games, etc • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc which do not have an accidental/ satisfactory explanation • Cuts/scratches/substance abuse • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning • Fabricated illness –see SSCB website for the procedure inc signs and symptoms
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NEGLECT	<ul style="list-style-type: none"> • Exposure to danger/lack of supervision • Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc. • Injuries that have not received medical attention • Inadequate/inappropriate clothing • Constant hunger • Poor standards of hygiene • Untreated illnesses • Persistent lack of attention, warmth or praise
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EMOTIONAL SIGNS OF ABUSE	<ul style="list-style-type: none"> • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety • Nervousness, frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away/stealing/lying • Humiliating, taunting or threatening a child whether in front of others or alone. • Persistent lack of attention, warmth or praise. • Shouting/yelling at a child • Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others.
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INDICATORS OF POSSIBLE SEXUAL ABUSE

- Language and drawing inappropriate for age.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Regularly engages in age inappropriate sexual play
- Sexual knowledge inappropriate for their age
- Wariness on being approached
- Soreness in the genital area or unexplained rashes or marks in the genital areas
- Pain on urination
- Difficulty in walking or sitting
- Stained or bloody underclothes
- Recurrent tummy pains or headaches
- Bruises on inner thigh or buttock.
- Any allegations made by a child concerning sexual abuse
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia
- Unaccounted sources of money
- Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse.

Remember- Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors- if in doubt check it out.

The most important factor is a report by the child

Bullying and forms of bullying including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. *(Please see our Academy's Anti-bullying Policy)*

Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that The City Learning Trust Academies and Colleges will endeavour to ensure their Staff, Local Governing Committee and Volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- **Child Sexual Exploitation (CSE)**
- **Children missing Education (CME)**
- Criminal Exploitation
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- **Female Genital Mutilation (FGM)**
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)

- Mental Health
- **Private Fostering**
- **Radicalisation**
- Sexting
- Trafficking
- **Peer on peer abuse**

Broad government guidance on the issues listed above can be found at <https://www.gov.uk/government/organisations/department-for-education>

For Local guidance and training/support - please also refer to:
www.safeguardingchildren.stoke.gov.uk/ Professionals

Specific Safeguarding Issues

Prevent Duties

(Name of Academy) will ensure all staff including Local Governing Committee and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Trust and its Academies along with the Local Governing Committees will:

- Adopt the PREVENT policy as recommended by Stoke-on-Trent Children's Safeguarding board (March 2019) and undertake the associated audit/action plan annually as a minimum.
- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising.
- Communicate the importance of the duty.
- Ensure staff implement the duty.

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. Records are to be made, updated and stored as appropriate. We use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care.

Child Sexual Exploitation and Sexualised Behaviour

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.

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary Academy, primary Academy aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary Academy. For this reason we ensure that staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed.

We ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

Our PSHE curriculum lessons support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when they may be in a risky situation. Lessons focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Practitioners use correct anatomical language for naming body parts.

E-Safety policies are rigorous and E-Safety is taught throughout the Academy so that children know how to keep themselves safe online. We also provide guidance and support for parents and carers. Our work around E-Safety is done in accordance with the 2019 DFE guidance 'Teaching online safety in school.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Staff observe behaviour closely. When sexualised behaviour has been observed, where a child or parent has informed staff that such behaviour has taken place, or where potential CSE indicators have been highlighted, they will record this as an incident.

Below Low	Age appropriate sexual exploration	No action; continue to log observations on CPOMS
Low	Inappropriate sexual behaviour which is not considered to be abusive. Low level understanding of online safety, which has led to inappropriate online activity or contact with unknown individuals that could put the child at risk of CSE.	Inform parents/carers to devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to other agencies e.g. CAHMS, Educational Psychologist, Behaviour Improvement Team, CSC. Work with the family to offer further education on online safety and the risks of CSE. Complete RFM and email to the CSE Social Work (for information only). Consider instigating an 'Early Help'.
Medium/High	Inappropriate sexual behaviour which when put together with other information might be an indication that the child is a victim of CSE or that the child is experiencing sexual abuse. Sexual behaviour which constitutes an offence.	A discussion should take place with Children's Social Care to determine next steps – e.g. informing parents, investigation, and Police involvement. If necessary this should then be escalated to the Safeguarding Referral Team or Local Support Team. A MARF should be completed and emailed to SRT along with the RFM. The RFM should also be emailed to the CSE Social Worker.

The DSL will investigate the incident, or behaviours that have taken place and make a considered assessment of its nature before deciding on the appropriate next steps.

Female Genital Mutilation (FGM)

(Name of Academy) recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action. All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed.

Private Fostering

Staff in all City Learning Trust Academies recognise their duty to notify Childrens Social Care if a child is living in a private fostering arrangement.

Private fostering refers to a situation where a child or young person under 16 years of age (under 18, if they are disabled) is being cared for by someone other than a parent or close relative for 28 days or more. (Close relatives are defined as grandparents, aunty, uncle or older sibling.) Carers may be members of the extended family (e.g. cousin, great aunt), friends of the family, or someone the child doesn't know.

This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while they take a course of study.

All staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements / person caring for the child; or if the relationship between the child and carer of the living arrangements are unclear, confusing or concerning.

Staff should also follow up any discussion with pupils about living arrangements which are unclear, confusing or concerning.

If a member of staff becomes aware that a pupil may be living in a Private Fostering arrangement, they will report this without delay to the DSL, and log their concern on CPOMS.

The DSL will encourage the parent/ carer to inform the Local Authority. Additionally we will report the private fostering arrangements to the Local Authority by contacting the Safeguarding Referral Team on 01782 235100.

Peer on Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. At the City Learning Trust we are committed to ensuring that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as Child Protection issues.

Occasionally, allegations may be made against pupils by other young people in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It may be appropriate to regard a young person's behaviour as abusive if some of the following features are present:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.
- The allegation refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the Academy
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the Academy may be affected by this student

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse.) This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery*): and
- Initiation/hazing type violence and rituals.

*The UK Council for Internet Safety (UKCIS) Education Group has published advice for schools on responding to sexting incidents.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

All staff should be clear as to the academy's policy and procedures with regards to peer on peer abuse.

Any concerns or disclosures regarding peer on peer abuse should be treated in the same way as other safeguarding matters through following this policy.

A factual record should be made of the allegation on CPOMS and the DSL informed. The DSL will follow through the outcomes of the discussion and make a referral where

appropriate. If the allegation indicates that a potential criminal offence has taken place the police will be informed. Parents, of both the pupil/s being complained about and the alleged victim/s, will be informed and kept updated on the progress of the allegation/referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the secure safeguarding records. If the allegation highlights a potential risk to the Academy and the pupil, the Academy will follow the Academy's behaviour policy and procedures and take appropriate action. In situations where the Academy considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Children Missing Education: (CME)

Attendance and punctuality are rigorously monitored at **(Name of Academy)**. Following close of am and pm registers, **(Name)** reviews absence and contacts parents/carers of any absent pupil for whom the academy has not been notified of absence. Parents and carers are reminded regularly of the essential need to report a child's absence into the academy office.

The academy also requires at least two named contacts for all pupils and it is the responsibility of all parents/carers to advise the academy office immediately if contact details/numbers need to be changed and/or updated.

Where there are any concerns regarding a child's absence, the Education Welfare Officer and Police are immediately informed as appropriate and the Academy also submits a Child Causing Concern Form to the Local Authority as appropriate for attendance/punctuality concerns.

Attendance clinics, letters, rewards and fines systems are applied as appropriate and unannounced home visits are also undertaken by two Academy staff as may be appropriate where there are concerns for a child's welfare.

The Academy has a Service Level agreement with the Local Authority Education Welfare Team and the Education Welfare Officer works directly with the Inclusion Team on site at the Academy as part of this agreement on a weekly basis.

Child Sexual Exploitation. (CSE)

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.

Possible Indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from Academy, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;

- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Criminal Exploitation of children (CCE):

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is a harm which is relatively little known about or recognised by those best placed to spot its potential victims.

What is county lines exploitation?

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range.
- Both males and females being exploited.
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.
- Class A drug users being targeted so that gangs can takeover their homes (known as ‘cuckooing’).

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person’s vulnerability include:

- Having prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Social isolation or social difficulties;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other people involved in gangs;
- Having a physical or learning disability;
- Having mental health or substance misuse issues;
- Being in care (particularly those in residential care and those with interrupted care histories).

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from Academy or home and / or being found out-of-area;

- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in Academy results / performance
- Gang association or isolation frompeers or social networks
- Self-harm or significant changes

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's **Preventing Youth Violence and gang involvement**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

and its **Criminal exploitation of children and vulnerable adults: county lines** guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Prevent Duties

(Name of Academy) will ensure all staff including Local Governing Committee and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Trust and individual Academies' Headteacher/Principals and Local Governing Committee will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure staff implement the duty.

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. Records are to be made, updated and stored as appropriate. We use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care.

Honour based Violence:

Honour Based Abuse is an international term used by many cultures for justification of abuse and violence. It is a crime or incident committed in order to protect or defend the family or community 'honour'.

Honour based abuse will often go hand in hand with forced marriages, although this is not always the case. Honour crimes and forced marriages are already covered by the law, and can involve a range of criminal offences.

Honour Based Abuse is often the collective term used to include Female Genital Mutilation and Forced Marriage.

Forced Marriage:

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

Female Genital Mutilation (FGM)

(Name of Academy) recognises and understands that there is now a **mandatory reporting duty** for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action. All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed.

The following are some signs that the child may be at risk of FGM:

- If a family originates from a country (see Multi Agency Statutory Guidance on Female Genital Mutilation (HM Government 2016), pages 4-6) that is known to practice Female Genital Mutilation and;
- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
- The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family;
- Maternal or other family member disclosure;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;

Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination

Child Sexual Exploitation and Sexulaised Behaviour

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.

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary Academy, primary Academy aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary Academy. For this reason we ensure that staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed.

We ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

Our PSHE curriculum lessons support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when they may be in a risky situation. Lessons focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Practitioners use correct anatomical language for naming body parts.

E-Safety policies are rigorous and E-Safety is taught throughout the Academy so that children know how to keep themselves safe online. We also provide guidance and support for parents and carers.

Staff observe behaviour closely. When sexualised behaviour has been observed, where a child or parent has informed staff that such behaviour has taken place, or where potential CSE indicators have been highlighted, they will record this as an incident.

The DSL will investigate the incident, or behaviours that have taken place and make a considered assessment of its nature before deciding on the appropriate next steps.

Roles and responsibilities for Safeguarding:

All organisations that work with children share a commitment to safeguard and promote their welfare and hold shared responsibility.

1. Local Authority have a duty to safeguard and promote the welfare of children in need.
2. Social Care has to ensure children are protected from harm or risk of social exclusion. They act as the principal point of contact for children of whom there are concerns.
3. Academies have a crucial role in identifying concerns and possible abuse/ neglect at an early stage.
4. Health Professionals support and promote health and development from birth
5. Housing Officers recognising welfare issues in their daily contact with families
6. Police have to uphold the law and prevent crime
7. Faith Communities carry an important role in supporting families.

As outlined at the start of this policy document, the Designated Safeguarding Lead(s) are: **(list here)**

The designated governor for Child Protection and safeguarding is: **(Name here)**

We recognise that because of the day to day contact with children, Academy staff are well placed to observe the outward signs of abuse. The Academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the Academy whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Partners and the locally agreed inter - agency procedures and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have at least one Designated Safeguarding Leader (DSL) who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for Child Protection and safeguarding.
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Leader(s) and has an understanding of their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for Child Protection.
- Ensure that parents have an understanding of the responsibility placed on the Academy and staff for Child Protection by setting out its obligations in the Academy prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure information sharing, including transfer of files follows guidance and legislation on Secure Information Sharing.
- Follow procedures that comply with guidance from the Local Authority where an allegation is made against a member of staff or volunteer.
- To assign an appropriate Local Governing Committee disciplinary and complaints committee if required.
- A designated Governor with responsibility for Child Protection must liaise with the Local Authority in the event of allegations of abuse being made against the Headteacher/Principal.
- Child Protection statistics must be reported at least annually to the Governing Body with due regard given to confidentiality.
- Ensure safe recruitment practices are always followed.

Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children:

PROCEDURE FOR ALL STAFF TO FOLLOW

The Three “E”s

When trying to decide whether the concerns are sufficient to require action, judgements should be based on:

- **Evidence** – what have I seen or heard? (Write it down verbatim)
- **Experience** – what does my past involvement with Child Protection and with this child / family tell me?
- **Empathy** – what non-verbal / intuitive cues am I aware of?

N.B. It is not the Academy's job to decide whether the child has been abused or by whom. If necessary the designated person(s) responsible will consult the SRT team (Safeguarding Referral Team) **Tel: 01782 235100**

<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

However, if unsure as to whether or not a referral into SRT is required, then the designated person(s) responsible should contact a Social worker from the Locality Team to discuss concerns and ascertain whether or not the concerns meet the threshold for safeguarding.

When the concerns do meet the threshold for a safeguarding referral, SRT should be contacted and a Multi-Agency Referral Form (MARF) must be completed and submitted as directed.

Where the concerns do not meet the threshold for safeguarding, discussions with a Social Worker from the Locality Team can take place with regard to what support can be offered and what action needs to be taken to address concerns.

- If staff have **any safeguarding concerns** about a child, they are required to report them initially, and swiftly, on the CPOMS system, to the Designated Safeguarding Leader(s) who will then decide if outside agencies responsible for investigation and Child Protection need to be contacted.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure **they should always speak to the Designated Safeguarding Leader**. In **exceptional circumstances**, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- **Staff must record any and all concerns using the RECORD OF CONCERN CPOMS system and procedures, even in cases where verbal reporting has taken place initially.** Please ensure the level of detail required and ensure factual recording of information only. Attempts will also be made by the DSL to discuss significant concerns with the family prior to making a referral to Social Services **unless there are legitimate concerns that such discussions may increase the likelihood of risk to the child.**
- Academy staff **should not carry out investigations nor decide whether children have been abused. This is a matter for the specialist agencies.**
- All staff should be familiar with the procedures for keeping a confidential written record of any incidents. The Academy will seek advice from the SRT Team or the Police if unsure how to proceed.

- If it is necessary to use restraint to protect a child from injury or to prevent a child from harming others, **Positive Handling/Force and Restraint Policy (personalise to academy)** trained staff will be called upon and parents will be informed of actions taken and reasons for MAPA intervention. (See Academy policy on Positive Handling) **(Personalise this section to each Academy)**
- If any child is injured accidentally, parents will be informed immediately and all accidental injuries will be recorded in line with the Academy's accident reporting system.

TALKING TO AND LISTENING TO CHILDREN

Receive

- LISTEN to the child, if you are shocked at what they say to you try not to show it. Take what they say to you seriously, children rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. They may retract what they have said if they meet with revulsion or disbelief.
- ACCEPT what they say, be careful not to burden them with guilt by asking "why didn't you tell me before?"

Reassure

- STAY CALM, reassure the child that they have done the right thing in talking to you. Be honest with the child, do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now"
- DO NOT promise confidentiality, you have a duty under s47 Children Act 1989 to refer a child who is at risk.
- TRY to alleviate any feelings of guilt that the child displays, i.e. "You are not alone, you are not the only one this sort of thing has happened to"
- ACKNOWLEDGE how hard it must have been for the child to tell you what has happened.
- EMPATHISE with the child, don't tell them what they should be feeling

React

- REACT to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, DO NOT interrogate the child or make investigations with third parties to establish any of the facts.
- DO NOT examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- DO NOT take photographs of injuries.
- AVOID asking leading questions, i.e. "did he touch you?" You need to be careful about what you ask the child, you may taint any evidence being put before a court.
- USE open questions, such as "anything else you would like to tell me?" "when did it happen?" USE 'TED' tell me, explain, describe.
- DO NOT criticise the perpetrator, the child may love him/her and reconciliation may be possible.
- DO NOT ask the child to repeat what has been said to another member of staff.
- EXPLAIN what you have to do next and to whom you have to talk to.
- INFORM the designated lead for Child Protection.

Record

- AS SOON as it reasonably practical make notes on what has happened and add them, or work with the DSL to add them to CPOMS
- DO NOT destroy these notes, they should be retained in a safe place. The court in any legal process may require them.

- Record Place, Date, Time and the details of the child involved. Record any noticeable non-verbal behaviour of the child. If the child uses their own words to describe sexual organs/acts, record those words spoken do not translate them into proper words.
- If you have identified any injuries draw a diagram to indicate positioning. This can then be added to the body map on CPOMS.
- Be objective in your recording include statements made, observational things, rather than assumptions or interpretations. Rely on FACT, a fact is any event that can be perceived by one of the five senses.
- DO NOT ask a child to sign a written copy of the disclosure or a 'statement'.
- DO NOT discuss this with anyone other than the DSL.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

CHECKING OF STAFF AND VOLUNTEERS

Parents can feel confident that careful procedures, through the Disclosure and Barring Service (DBS), are in place to ensure that all staff appointed are suitable to work with children. DBS Procedures are also applied to voluntary helpers and non-teaching staff.

We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;

- We will check the identity of a person being considered for appointment and their right to stay in the UK;
- We will undertake overseas checks if a staff member being employed has returned from a period of employment from abroad;
- We will ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;
- We will apply the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; we are aware that this is a legal duty.
- We will have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor.
- Our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- If a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.
- We understand the requirements if Academics are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the Academy/college, the local community and or viewed to be inflammatory e.g. banned political groups.

ADDITIONAL INFORMATION

- Child Protection and safeguarding will be addressed through and across the curriculum as appropriate, but especially in Personal, Social and Health Education and through ICT for E-Safety. **(Personalise this section to each Academy)**

(Name of Academy) will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. All children are encouraged to show respect for others and to take responsibility (appropriate to age) for protecting themselves. Parents have the responsibility of helping children to behave in non-violent and non-abusive ways towards both staff and pupils. (See our policy on unacceptable behaviour of visitors)

Parents can feel confident that careful procedures, through the Disclosure and Barring Service (DBS), are in place to ensure that all staff appointed are suitable to work with children. DBS Procedures are also applied to voluntary helpers and non-teaching staff.

INFORMATION SHARING - Sharing Information with other Academies

Child Protection information must be transferred as soon as possible to the pupil's new Academy, but kept separately from the main pupil file. Parental consent is not required to transfer this data, since it is held to prevent harm to a child. Where parents object, the fact should be recorded and the reasons to transfer should be noted.

Information should be securely transferred by post or by direct transfer by Designated Safeguarding Leader to the Designated Safeguarding Leader at the Academy the pupil is transferring to. Ensure a written receipt is obtained. Custody of and responsibility for the records then passes to the Academy the pupil transfers to.

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". 2018. The guidance is available via the following link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

How the Academy will ensure that all Staff and Volunteers are appropriately trained, and checked for their suitability to work within the Academy:
How the policy will be managed and have its delivery overseen:

Training:

The Academy is committed to ensuring that all staff and volunteers working with children have the core skills and knowledge as a foundation of best practice in collaborative working to safeguard and protect our young people from harm.

It is a statutory requirement that individual agencies/organisations are responsible for ensuring that their staff are competent and confident to carry out their responsibilities for safeguarding and promoting children's welfare. The Academy, supported by Stoke-on-Trent Safeguarding Children Board (SCB), undertakes rigorous training programmes in order to support front-line service delivery designed to safeguard children.

Safeguarding training is undertaken at a number of levels to address the learning needs of staff based upon their degree of contact with children and or parents/carers; their level of responsibility and independence of decision-making.

For more information regarding the Stoke-on-Trent Safeguarding Board wider Training Strategy, please see <http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/training-strategy/>

Recruitment, Staffing:

As a Trust, we operate under a Safer Recruitment Policy and set of procedures. Advice can be sought from HR. We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;

- We will check the identity of a person being considered for appointment and their right to stay in the UK;
- We will undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We will ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;
- We will apply the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.
- We will have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor.
- Our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- If a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.
- We understand the requirements if Academies are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the Academy/college, the local community and or viewed to be inflammatory eg- banned political groups.

Allegations of abuse made against a person who works with children

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

Staff have a professional duty to report concerns about the conduct of other adults working in the Academy if there are indications that a child or children could be at risk of harm. Adults working in this Academy are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.

Allegations of abuse made against adults working in the Academy, whether historical or current, should be reported to the Designated Senior Manager, (name) (Principal). It is important that you do not share your concerns with anyone else unless the Principal is unavailable and you are asked to do so by a member of SLT.

If the allegation is against the Principal, it should be reported to the Chair of Local Governing Committee, (name)

A member of the Office staff will provide the number. It is important that you do not share your concerns with anyone else unless Chair of Local Governing Committee is unavailable and you are asked to do so by the Vice Chair.

Adults working in the Academy are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.

In line with government guidance and SSCB procedures, the /HeadteacherPrincipal/ Chair of Local Governing Committee/Senior Manager will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

(Dealing with allegations of Abuse Against teachers and Other Staff –DFE statutory guidance 2012)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if a Child Protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 Child Protection strategy meeting will be convened that the Principal / Chair should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the Academy which should involve the a Senior HR advisor for the Academy.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the Academy will take appropriate investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the Academy when appropriate, in line with current guidance.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

All staff are referred to the SCB website link below for latest guidance on **managing allegations** against staff or volunteers:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

Please note: This guidance should be referred to, and followed as required, **via the link above**. Please do not download a copy

Managing Allegations:

All staff are referred to the SCB website link below for latest guidance on **managing allegations** against staff or volunteers:

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

Please note: This guidance should be referred to, and followed as required, **via the link above**. Please do not download a copy, as it is regularly refreshed and updated.

(Name) will be the person(s) to make referrals. In the absence of the Head Teacher/Principal, the (Name), will assume the role for making a referral.

The Designated LADO manager for Stoke on Trent, Linda Hancock, is based at Swann House
Boothan Road Stoke-on-Trent ST4 4SY. **Contact the LADO on 01782 235100**

If parents have any concerns they should be addressed to the Headteacher/Principal (Name), or the Chair of the Local Governing Committee, (Name)

Please also see Appendix C for the Safeguarding Whistleblowing guidance.

APPENDIX A

ROLE OF THE DESIGNATED LEAD - (from Keeping Children Safe in Education 2019)

General Information:

Governing Committees should appoint an appropriate **senior member** of staff, from the Academy or college **leadership team**, to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take **lead responsibility** for safeguarding and Child Protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the Academy to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide

advice and support to other staff on child welfare and Child Protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads:

Deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for Child Protection, as set out above, remains with the Designated Safeguarding Lead; this **lead responsibility** should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the **local authority children’s social care** as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the **Channel programme** where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the **Disclosure and Barring Service** as required; and
- refer cases where a crime may have been committed to the **Police** as required.

Work with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners. (*The local authority; the clinical commissioning group for any area that falls under the local authority; and the chief officer of police for any area that falls under the local authority.*)
- liaise with the Headteacher/Principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for Child Protection concerns (all cases which concern a staff member); and
- liaise with staff, especially pastoral support staff, school health team staff, IT technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as

required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a Child Protection case conference and a Child Protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the Academy's Child Protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation, especially the Data Protection Act 2018 and the General Data Protection Regulations. (GDPR).
- Understand the importance of information sharing, both within the academy, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the Academy or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school/college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the Academy's Child Protection policies are known, understood and used appropriately;
- ensure the Academy's Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding.

Child Protection file

Where children leave the Academy ensure their Child Protection file is transferred to the new Academy or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools or colleges should ensure key staff such as designated safeguarding leads and SENCO's or the named person with oversight for SEN in colleges, are aware as required.

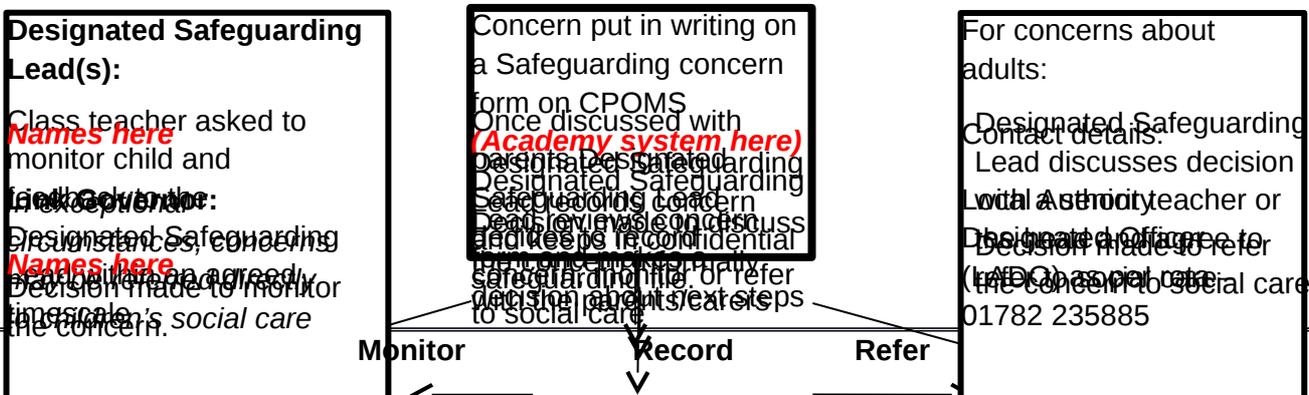
Availability

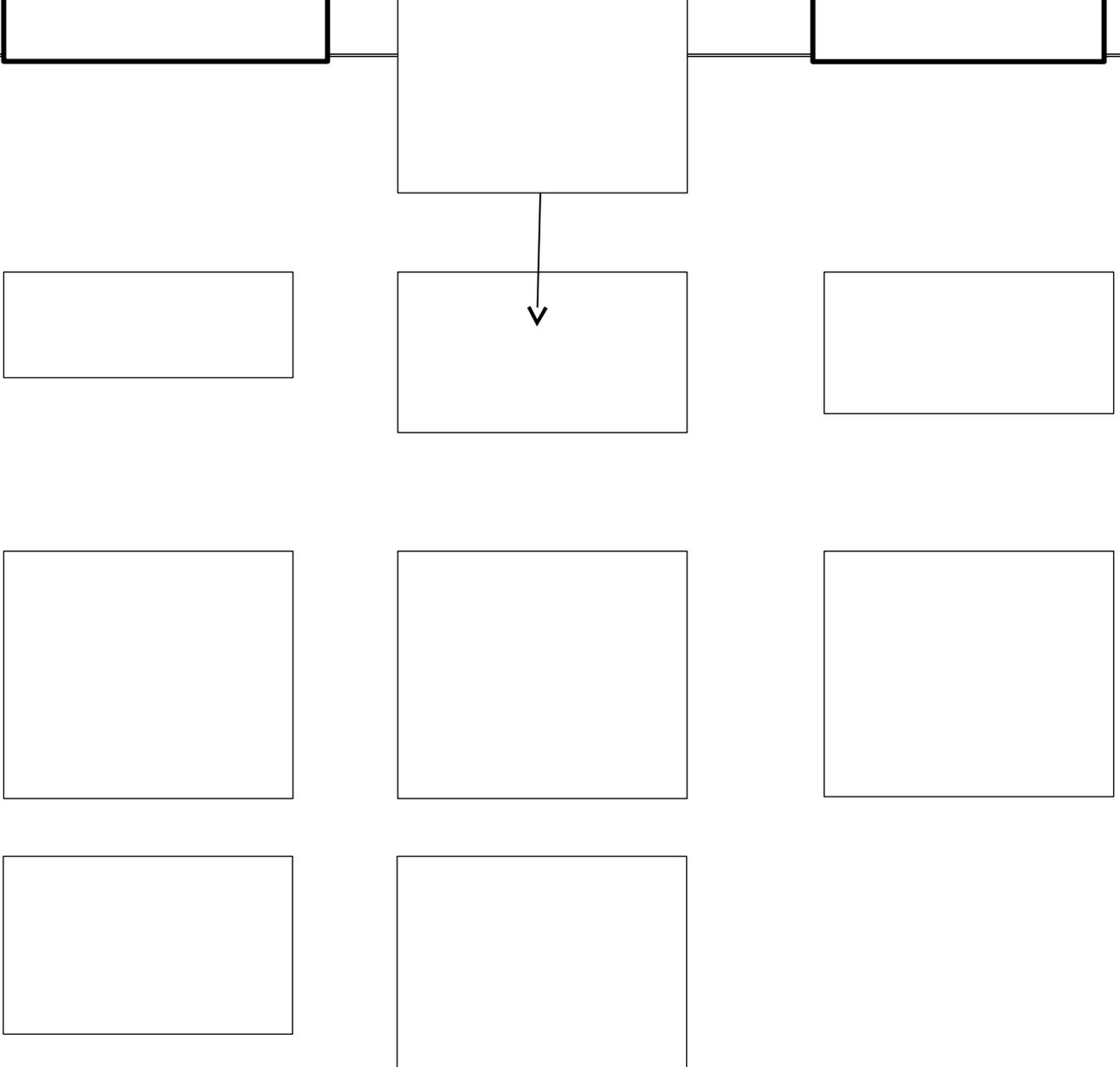
During term time the Designated Safeguarding Lead (or a deputy) should always be available (during Academy hours) for staff in the Academy or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for the individual Academy, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for each individual Academy and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

APPENDIX B

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





Contact Details
 Social Care Referrals:
SRT: 01782 235100
 Prevent/Channel Referrals:01785
 232054.
prevent@staffordshire.pnn.police.uk

Appendix C – Managing Allegations against Staff & Volunteers

- 1.1. [Name of Academy] aim to provide a safe and supportive environment which secures the well-being and very best outcomes for pupils at our Academy.
- 1.2. We do recognise however, that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 1.3. [Name of Academy] follow the local Safeguarding Children Board procedures - Managing Allegations against Adults Working with Children and Young People :-

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances/>

- 1.4. If an allegation is made, or information is received about an adult who works or volunteers in our Academy which raises concerns, the member of staff receiving the information should inform the **Head teacher** immediately.
- 1.5. Should an allegation be made against the Head teacher, this will be reported to the **Chair of the Local Governing Committee**.
- 1.6. In the event that neither the Head teacher nor Chair of governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of governors.
- 1.7. Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of governors can contact the Local Authority Designated Officer directly.
- 1.8. We also have a Whistle Blowing Policy which is accessible to all staff.
- 1.9. When a concern is raised about an adult in our Academy, the Head teacher (or other appropriate person, as above;) will seek advice from the Local Authority Designated Officer (LADO) at the earliest opportunity (and certainly within 1 working day.) No one will undertake further investigations until they receive advice from the LADO.
- 1.10. The Local Authority Designated Officer will convene a strategy meeting when there are concerns that a person in a position of trust has:-
 - *behaved in a way that has harmed a child, or may have harmed a child;*
 - *possibly committed a criminal offence against or related to a child; or*
 - *behaved towards a child or children in a way that indicates they may pose a risk of harm to children.*
- 1.11. We will work closely with Children's Social Care and the police, if they are involved, to support with any assessment or investigation as required.
- 1.12. The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the strategy discussion/meeting with the LADO). HR will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- 1.13. If the LADO deems that the referral does not meet the criteria for his involvement, we may still undertake our own investigation into the alleged events and if necessary, invoke disciplinary procedures.
- 1.14. The Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would

have been removed had they not left. The DBS will consider whether to bar the person.

- 1.15. If these circumstances arise in relation to a member of staff at our Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and HR.
- 1.16. **FOR INFORMATION** - The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.
- o Telephone free: - 0800 028 0285 (line is available from 8am to 8pm, Monday to Friday.)
 - o Email: help@nspcc.org.uk

APPENDIX D:
Whistle Blowing Report Form

Name: _____

Date: _____

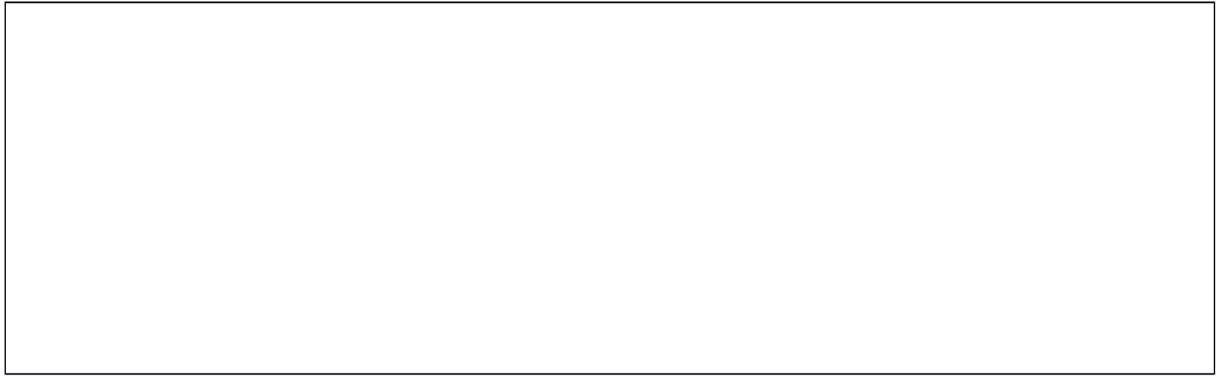
Location/department: _____

Please give a brief outline of your concern? (Please give relevant names, dates, locations etc)

Were there any other witnesses? If so, please give their full contact details.

Did you take any action at the time? – if so, please outline what action you took

if you did not take action at the time, please give details as to why you took no action



Signed:

Date.....

Designation.....