

# **Pimlico Primary**

## **Child Protection and Safeguarding Policy 2020-21**

### **Key Personnel**

<b>Executive Principal</b>	<b>Mrs Alexandra Gamon</b>
<b>Designated Safeguarding Lead</b>	<b>Miss Pippa Blain</b>
<b>Deputy Designated Safeguarding Lead</b>	<b>Mrs Sheena Clark</b>
<b>Safeguarding Governor</b>	<b>Ms Samanta Padalino</b>

## Contents

1. Introduction.....	3
2. Aims.....	4
3. Responding to disclosure and referral procedures.....	5
4. Referrals.....	6
Timing of referrals.....	6
5. Mandatory reporting duty for cases of Female Genital Mutilation (FGM).....	6
6. Roles and responsibilities.....	7
The Trust Board.....	7
The Academy Governing Board:.....	7
Designated Safeguarding Lead.....	8
All staff and volunteers:.....	8
The Deputy Designated Safeguarding Lead(s):.....	9
Estates and Facilities Management Team.....	9
The Head of Data.....	9
The Attendance Officer and Pastoral Team.....	9
IT Co-ordinator and Technicians.....	9
7. Supporting and safeguarding.....	9
8. Confidentiality.....	11
9. Supporting staff (including supply staff).....	11
10. Allegations against staff.....	11
11. Safer Recruitment.....	12
12. Whistleblowing.....	12
13. Acceptable physical intervention or restraint.....	13
Other physical contact with pupils.....	14
14. Prevention.....	14
15. Health and Safety.....	15
16. Monitoring and Evaluation.....	15
17. The Prevent Strategy- safeguarding against radicalisation.....	15
18. Trust documents to be read and understood in conjunction with this policy:.....	16
Appendix A – General Information on identification of Child Abuse.....	16
Sexual Abuse.....	20
Emotional Abuse.....	21
Other Forms of Abuse or Safeguarding Issues.....	22
Appendix B – Model Academy Safeguarding Information Poster.....	30
Appendix C – Safeguarding Concern Form Guidance.....	30
Appendix D – Safeguarding Concern Form.....	31
Appendix E – DSL Action Form.....	34
Appendix F – Risk Assessment for Volunteers.....	35
Appendix G - Social Services Contact List.....	37

## 1. Introduction

- 1.1. Future Academies Trust know that the people that we employ and who support our students, have a vital contribution to make to ensuring and promoting their welfare. We recognise that **all staff and volunteers** have responsibilities and an active part to play in protecting our students from harm and creating a culture of vigilance.
- 1.2. All staff and governors believe that each academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development and welfare of each individual child.
- 1.3. This policy is designed to enable our people to understand their role, know when and how concerns can be raised and to ensure that safeguarding is a key thread throughout everything we do.
- 1.4. We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents "Working Together to Safeguard Children (July 2018) and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE September 2018)' as the safety and protection of children is of paramount importance to everyone in our Trust.
- 1.5. This policy reflects requirements from the following legislation and guidance materials, and any subsequent amendments or additions:
  - Adoption and Children Act 2002
  - Childcare (Disqualification) Regulations 2009
  - Children Act 1989
  - Children Act 2004
  - Children Act 2006
  - Children and Adoption Act 2006
  - Children and Families Act 2014
  - Children and Young Persons Act 2008
  - Counter Terrorism and Security Act 2015
  - Education Act 2002
  - Education Act 2005
  - Education Act 2011
  - Education and Inspections Act 2006
  - Equality Act 2010
  - Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
  - Protection of Freedoms Act 2012
  - Sexual Offences Act 2003
  - Safeguarding Vulnerable Groups Act 2006
  - School Staffing (England) Regulations 2009
  - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE September 2020)
  - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE July 2018)
  - The Prevent Duty (DfE June 2015)
  - Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 (HM Government)
  - What to do if you're worried a child is being abused March 2015 (HM Government)
  - How Social Media is used to encourage Travel to Syria and Iraq (DfE June 2015)
  - Sexual Violence and Sexual Harassment between children in schools (DfE May 2018)
  - Multi-agency statutory guidance on female genital mutilation (DfE April 2016)
  - Childcare Act 2006 (as amended, 2018)
- 1.6. In addition, it also takes account of local safeguarding procedures in line with the LA, the Local Children's Safeguarding Board and the London Child Protection Procedures (where relevant).

## 2. Aims

- 2.1. The aims of this policy are:
- To support every child's development in ways that will foster security, confidence and independence.
  - To ensure that pupils are taught to recognise when they are at risk and how to get help when they need it.
  - To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or risk of abuse.
  - To provide a systematic means of monitoring children known or thought to be vulnerable or at risk of harm.
  - To emphasise the need for good levels of communication between all members of staff and volunteers.
  - To explain the system and procedure within the school which will be followed by anyone if they are worried about a child's welfare or if they are being abused.
  - To develop and promote effective working relationships with other services and agencies (such as the Education Welfare Service, Education Psychology Service, health partners, Police and Social Care).
  - To ensure that all adults within our school who have access to children or who have access to information, data or meetings concerning children have been checked as to their suitability via their references and the Disclosure and Barring Service (DBS) and that our recruitment processes deter, reject and identify people who may pose a risk to children.
- 2.2. Our academy procedures for safeguarding children will be in line with the Local Authority (LA), the local safeguarding partners, The All London Child Protection Procedures and Working Together to Safeguard Children Guidance.
- 2.3. We will ensure that:
- Each Academy will have a designated Safeguarding Lead who undertakes regular training every 2 years
  - Each Academy will have members of staff who will act in the designated Safeguarding Lead's absence (Deputies)
  - Each Academy will have a member of the local Governing Board designated to monitor Child Protection
  - These individuals are named in Appendix B to this policy.
  - Upon induction, all members of staff are briefed on basic safeguarding and child protection matters. Basic training is delivered annually to all staff and a register of attendance taken. Further regular updates will be provided at briefings etc.

- All new members of staff and volunteers are given a copy of Keeping Children Safe in Education September 2018 and required to sign to acknowledge that they have read and understood it.
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk.
- All temporary staff and volunteers having contact with our pupils will be checked (DBS) and given a copy of “Keeping Children Safe in Education” (September 2020) and a brief checklist of what to do should they have a concern about a child.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All pupils are made aware of the Safeguarding and Child Protection Policy and who they can speak to in school if they are worried or concerned.
- Our procedures will be regularly reviewed and up-dated
- All new members of staff will be given a copy of our child protection procedures including “Keeping Children Safe in Education (DfE September 2020) as part of their induction into the school.
- Child Protection Awareness and updates will be carried out as part of our INSET and Continuing Professional Development (CPD) with all staff annually with a staff discussion and review of the Policy will take place in spring each year.

### 3. Responding to disclosure and referral procedures

- 3.1. It is important that staff recognise that whilst disclosures are often made verbally, equal consideration must be given to disclosures that are made through non-verbal means (e.g. drawings, etc.) especially with younger children or pupils with special educational needs and disabilities).
- 3.2. If a disclosure is reported to staff and volunteers should:
  - 3.2.1. **Ensure** the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
  - 3.2.2. **Listen** to what is being said to you without pressure, judgement or horror. Do not ask leading questions. Always believe what the young person has told you. A young person who is freely recalling significant events should not be interrupted.
  - 3.2.3. **Reassure** the young person calmly and gently that they have done the right thing in telling you. **Do not promise confidentiality.** You must inform the Designated Lead for Safeguarding. Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
  - 3.2.4. **Do not ask** the young person to remove any item of clothing to show you any injuries or take photographs of any injury.
  - 3.2.5. **Report** what you have been disclosed to the Designated Lead as soon as possible or her deputy in her absence.
  - 3.2.6. **Record** in a clear and precise way what the young person has told you as soon as possible whilst it is still fresh in your mind on CPOMS or, in the event of the computer systems being down or the referral being made by a volunteer or visiting staff member, the proforma (Appendix D).
    - Use actual words of sentences spoken by the young person rather than an interpretation of what was said.
    - Specific facts relating to named people, dates, places, times and context of disclosure should be recorded accurately.
    - Ensure you have signed, stated who you are, and dated the recording.

- If any injuries are visibly shown, record where they are and what they look like.
- Remember, all recordings must be accurate, factual and dated as you may be required to produce the information as evidence for any further action that maybe required.

#### 4. Referrals

- 4.1. All referrals will need clarification of:-
  - The reason for referral
  - Details of young person i.e. Name, address, DOB, etc.
  - Any other agencies involved
  - Nature of concerns
  - Any urgent action required to ensure that the young person is safe from harm
  - Any need for medical attention or hospital referral
  - If the young person's parent/carer is aware of the referral
  - Any action required to gain parental consent
- 4.2. The designated Safeguarding Lead for Child Protection will acknowledge receipt of the CPOMS referral. In the case of a paper referral, they will record the referral in the CP file, sign, date and record the name of the person they spoke to.
- 4.3. The original record of the referral must be kept in the school securely and separate to the pupil's file.

##### Timing of referrals

- 4.4. Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.
- 4.5. It is particularly important that any concerns about the Safeguarding and Protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks.
- 4.6. This is in order to safeguard the young person and ensure systems are in place, but also to ensure that relevant staff are available to attend any strategy meetings, conferences or to provide reports.

#### 5. Mandatory reporting duty for cases of Female Genital Mutilation (FGM)

- 5.1. Section 5B of the 2003 FGM Act introduced a mandatory reporting duty which requires regulated teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work **directly** to the police by calling **101**.
- 5.2. The legislation requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:
  - are informed by a girl under 18 that an act of FGM has been carried out on her; or
  - observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- 5.3. Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.
- 5.4. **Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.**
- 5.5. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

- 5.6. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see Working Together to Safeguard Children (July 2018) and/or the multi-agency statutory guidance on FGM.
- 5.7. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- 5.8. Cases of failure to comply with the duty will be dealt with in accordance with the existing performance procedures in place for our staff. FGM is child abuse, and employers and the professional regulators are expected to pay due regard to the seriousness of breaches of the duty. Staff will be required to advise the Academy DSL that they have made a report of this nature.

## **6. Roles and responsibilities**

### **The Trust Board**

- 6.1. The Trust Board will:
  - have in place a safeguarding and child protection policy and other related procedures;
  - appoint a senior member of staff to act as the Designated Safeguarding Lead in each academy;
  - delegate powers and responsibilities to the Principal to ensure everyone connected with the school is aware of and complies with this policy;
  - have in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
  - have in place procedures to deal with allegations of abuse against members of staff and volunteers;
  - ensure a Safeguarding Governor is nominated in each board to liaise with the Local Authority to deal with any allegations of abuse made against the Principal;
  - annually review all safeguarding policies and procedures;
  - have the responsibility for ensuring that the Trust and its academies comply with all equalities legislation;
  - have responsibility for ensuring funding is in place to support this policy;
  - have responsibility for ensuring this policy and all policies are maintained and updated regularly;
  - have responsibility for ensuring all relevant policies are made available to parents.

### **The Academy Governing Board:**

- 6.2. The Academy Governing Board will:
  - have nominated a governor on each academy governing board to liaise with the Designated Safeguarding Lead, the Principal and to report back to the Governing Body;
  - receive termly reports from the Principal on safeguarding pupils in the school;
  - undertake appropriate training about the ways of safeguarding children which will be updated every three years;
  - receive immediate reports of any weaknesses to this policy;
  - receive an annual report from the Principal on safeguarding pupils in the school;
  - have responsibility for the effective implementation, monitoring and evaluation of this policy.
  - ensure that the Principal, school personnel and volunteers undertake safeguarding training regularly and refreshed every three years;
  - ensure that the Designated Safeguarding Lead attends appropriate refresher training every two years.

### **Designated Safeguarding Lead**

- 6.3. The Designated Safeguarding Lead is responsible for:
- Reporting abuse to the LSCB and cooperating with any investigations or provisions made for a child who is placed on the Child Protection Register. They will monitor the policy and report annually to the Governing Body.
  - The second Designated Person is responsible for deputising in the absence of Designated Person.
  - Following the LSCB, LA and school policy and procedures with regard to referring a child if there are concerns or an allegation of abuse.
  - Once an incident has been reported, the designated safeguarding lead will consult with or report any disclosures by making a referral to the home authority of the child in accordance with their procedures (detailed in Appendix A).
  - If the young person is already known to the Social Services, the allocated Social Worker or the named team with responsibility should be contacted.
  - Keeping written confidential records of concerns about a child even if there is no need to make an immediate referral.
  - Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
  - Ensuring that an indication of further record-keeping is marked on the pupil records.
  - Ensuring that any pupil currently on the child protection register who is absent without explanation for one day is referred to Social Services.
  - Ensuring that all staff are kept up to date with regular Safeguarding and Child Protection briefings and that all staff receive regular training that is recorded and monitored.
  - The relevant local authority form should be sent with the Safeguarding Concern Form (if required) within 48 hours of your telephone referral. (This may be done electronically if that is part of the LA procedures).
  - Ensuring effective co-ordination of cases with the Deputy DSL on return from absence
  - Raising awareness within the school, with partners, within the community and Trust
- 6.4. If the DSL cannot get through to the relevant LA team on the numbers contained in Appendix G, they should contact the police.

### **The Principal**

- 6.5. The Principal will be responsible for:
- the effective delivery of the safeguarding policy,
  - taking the lead role as case manager in where there are any allegations of abuse against a member of staff or volunteer (See also Section 10 and the Trust Managing Allegations of Abuse Policy).
  - Reporting to the local governing board on a termly and annual basis.

### **All staff and volunteers:**

- 6.6. All Staff:
- must be alert to signs of child abuse and report any suspicions to the Designated Safeguarding Lead.
  - will be vigilant for indicators of abuse and know how to what to do if a to a pupil who makes an allegation or appears to be vulnerable or at risk;
  - know that they have a professional responsibility to share information with other agencies in order to safeguard children;
  - must be aware that they cannot promise a child to keep secrets



- must conduct themselves in accordance with the staff code of conduct and consider how their actions may be perceived or interpreted by others
- must operate within the limits of Trust policies and procedures relating to safeguarding.
- must read Keeping Children Safe in Education 2020 Part 1 and it's Annex A and all policies detailed in Section 17 of this policy, including the Behaviour Policy and Code of Conduct.

#### **The Deputy Designated Safeguarding Lead(s):**

- The Deputy Designated Safeguarding Lead is responsible for deputising in the absence of Designated Person, and fulfilling all duties in their absence (listed above).
- Ensuring effective co-ordination of cases when the DSL returns.

#### **Estates and Facilities Management Team**

- The Estates and Facilities Manager, and their academy based teams are responsible for maintaining the safety and security of the site and ensuring safe access for students with disabilities

#### **The Head of Data**

- The Head of Data and Analytics is responsible for maintaining correct information on students and will work with administration support staff in each academy to ensure this occurs.

#### **The Attendance Officer and Pastoral Team**

- The Attendance officer, Mentor or other appropriately designated staff is responsible for notifying Social Services if a child on the Child Protection Register is absent, without explanation for more than 24 hours, and for other children where contact with a parent cannot be established for more than two days.
- The destination and whereabouts of all students is closely monitored by the admissions and pastoral staff.
- Where a child is missing in education (CME) the school has a duty of care to ensure this is followed up thoroughly and swiftly. Students are monitored for attendance through morning and afternoon registration. Where a student is missing or has poor attendance this will be reported by the school attendance officer to the local authority.

#### **IT Co-ordinator and Technicians**

- The IT coordinator is responsible for maintaining safe systems of internet access, filtering, monitoring and blocking any undesirable (e.g. pornographic, racist, violent) sites.

## **7. Supporting and safeguarding**

7.1. Safeguarding action may be needed to protect our children and learners from:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse

- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- upskirting
- any other issues that pose a risk to children, young people and vulnerable adults

7.2. We understand that we also have a responsibility to protect pupils from abuse from their peers. Any allegations will be managed in line with this policy and our Behaviour Policy. All allegations will be recorded and actioned appropriately with external agencies if necessary. Sanctions may be used in line with our Behaviour Policy for pupils.

7.3. We recognise that children who experience safeguarding issues can experience emotional difficulties such as

- anger, anxiety, sadness or low self-esteem
- mental health problems such as depression, eating disorders, post-traumatic stress disorder (PTSD), self-harm, suicidal thoughts
- problems with drugs or alcohol
- disturbing thoughts, emotions and memories that cause distress or confusion
- poor physical health such as obesity, aches and pains
- struggling with parenting or relationships
- worrying that their abuser is still a threat to themselves or others
- learning difficulties, lower educational attainment, difficulties in communicating
- behavioural problems including anti-social behaviour and /or criminal behaviour.

7.4. We understand that children might be scared to disclose abuse, in case the abuser will find out or they are worried that the abuse will get worse. They may think that there's no-one they can tell or that they won't be believed.

7.5. We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm and we have a responsibility to consider the wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

7.6. Our Trust will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school where pupils know where and how they can get help
- Providing additional support to pupils with SEN(D) to enable them to recognise any particular areas of vulnerability and be confident to disclose any concerns to a trusted adult.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- The destination and whereabouts of all students is closely monitored by the admissions and pastoral staff. Where a child is missing in education (CME) the school has a duty of care to

ensure this is followed up thoroughly and swiftly. Students are monitored for attendance through morning and afternoon registration. Where a student is missing or has poor attendance this will be reported by the school attendance officer to the local authority. Academies will hold at least two emergency contacts for each pupil.

## 8. Confidentiality

- 8.1. We recognise that all matters relating to Child Protection are confidential.
- 8.2. The Principal or designated Safeguarding Lead will only disclose information to other staff on a “need to know” basis.
- 8.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The sharing of information for a safeguarding purpose will be lawful because it will be in the substantial public interest and potentially be in the vital interests of the child.
- 8.4. All staff must be aware that they cannot promise a child to keep secrets.
- 8.5. Child Protection information must be sent through a secure electronic system or courier if required.
- 8.6. Pupil Records must not be sent by post.

## 9. Supporting staff (including supply staff)

- 9.1. We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 9.2. We will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate.

## 10. Allegations against staff

- 10.1. Staff should behave at all times in a professional manner towards students, bearing in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent or make the child feel uncomfortable.
- 10.2. We understand that a pupil may make an allegation against a member of staff.
- 10.3. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal unless the allegation is about the Principal.
- 10.4. The Principal on all such occasions will discuss the content of the allegation with the **LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer)**
- 10.5. If the allegation made to a member of staff concerns the Principal, the member of staff must speak to the Asst. Principal/member of the Senior Management Team and they **must** contact the **LADO, the LA Lead Officer, HR Officer and Chair of Governors immediately. If an allegation is made against the Principal**, the member of staff should contact the Chair of Governors who will act in conjunction with the governor with responsibility for child protection. They will consult with the LA’s Lead Officer for Child Protection.
- 10.6. The school will follow the LA and LSCB procedures for managing allegations against staff, a copy of which will be readily available.
- 10.7. The Principal, Deputy or Chair of Governors may ring the DO at the local authority or the LA Lead Officer for consultation at any time.
- 10.8. Further information is to found in the **“Statement of Procedures for Dealing with Allegations of Abuse against Staff, Volunteers and Other Staff”** on the academy website policies page.

## 11. Safer Recruitment

- 11.1. All involved with appointing staff, take account of the guidance 'Keeping Children Safe In Education' (September 2020)
- 11.2. At least one member of an interview panel will have undertaken the "Safer Recruitment in Education" training
- 11.3. Each Academy will maintain a Single Central Record, detailing the range of checks carried out on staff and relevant volunteers
- 11.4. The Single Central Record will demonstrate that the required Barred List and/or Enhanced DBS checks have been carried out
- 11.5. Recruitment documentation at every stage will make it clear that child protection is a high priority of the Trust and that rigorous checks will be made of any candidate before appointments are confirmed:
- 11.6. Two references will be taken up and verified
  - A reference will always be obtained from the last employer
  - Two references will be taken up and verified
  - At interview candidates will be asked to account for any gaps in their career/employment history
- 11.7. All appointments to the Trust's workforce, including staff recruited from overseas, will require an Enhanced Disclosure and Barring Service Check (DBS) and offers of appointment will be made conditional on the Trust being satisfied that the prospective employee is a fit and proper person to work with or in proximity to children and young people. The recruitment process will aim to identify, deter and reject unsuitable candidates
- 11.8. All contracts with third parties that involve the provision of staff to work in the Academy will provide that comparable checks are made by the provider, in relation to any person engaged to work with or in proximity to children and young persons. A letter of assurance will be required from the third party and will be held at the Academy to which they are contracted.
- 11.9. Volunteers who are in unsupervised contact with students will require an Enhanced DBS disclosure and references will be taken up and a risk assessment will be in place.
- 11.10. ID checks will be carried out on all appointments to the Academy workforce before an appointment is confirmed
- 11.11. The Trust will carry out further checks as appropriate on staff recruited from overseas, if in the opinion of the school the Enhanced DBS is not sufficient for the purpose of assessing their suitability for the post and this will be done before the appointment is confirmed
- 11.12. Temporary or casual staff who do not have a current enhanced DBS will not be allowed to work with, or in proximity to, children and young people unless supervised by a person. This means they will be in sight or hearing of a member of staff at all times. The supervising person will have been cleared as a fit and proper person to work with or in proximity to children and young people. If the temporary or casual member of staff is working with students there will be a risk assessment in place.
- 11.13. Checks will be made to confirm that a Prohibition or Interim Prohibition order is not in place for individuals who are recruited.
- 11.14. Section 128 direction checks will be carried out for all staff members in a management position including Heads of Department (including Governors and Directors).

## 12. Whistleblowing

- 12.1. The Trust will endeavour to create an environment in their academies where children feel safe to raise concerns and where they feel they can be taken seriously and where staff act in response to their concerns.

- 12.2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues in regard to their behaviour or treatment of pupils.
- 12.3. Further information is in the “Whistleblowing Policy” on our Trust website.

### **13. Acceptable physical intervention or restraint**

- 13.1. It is always unlawful to use force as a punishment. However, Section 93 of the Education and Inspections Act 2006 enables Trust staff to use such force as is reasonable in the circumstances to prevent the pupil from doing or continuing to do any of the following
  - Committing any offence (or, for pupils under the age of criminal responsibility, what would be an offence for an older pupil)
  - Causing personal injury to, or damage to property of, any person (including the pupil themselves)
  - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- 13.2. The statutory power conferred by Section 93 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstances and those exercising the power to use force must also take proper account of any particular special educational need and/or disability.
- 13.3. The types of force which are deemed to be reasonable are:
  - passive physical contact resulting from standing between two pupils or blocking a pupil’s path;
  - active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.
- 13.4. Decisions on whether circumstances justify the use of reasonable force will depend on:
  - the seriousness of the incident,
  - the chances of achieving the desired result by other means,
  - the relative risks associated with physical intervention compared to using other strategies
- 13.5. In most situations the following protocol will be followed when intervening with students for the reasons outlined above:
  - 13.5.1. Initially they will try to calm the student and defuse the situation
  - 13.5.2. If the student does not respond, the teacher will tell the student that their behaviour is unacceptable and will give instructions for the student to desist from their actions
  - 13.5.3. In exceptional circumstances, if the student continues to present a danger, teachers may need to use passive physical contact (e.g. standing between students or blocking their path), to protect others from danger.
  - 13.5.4. If the student continues to endanger others, the teacher or other person will tell the student that they cannot be allowed to continue threatening others and may have to be restrained if they do not comply with instructions to stop.
  - 13.5.5. In extreme situations (such as fights in the playground) the above process could result in more significant harm as physical intervention would be delayed. Consequently, staff may use physical restraint immediately if it is deemed that not to do so may result in significant injury to a student/students. However, restrictive restraint must only be used to contain the danger from the student in exceptional cases and teachers must satisfy themselves that this is the only way to contain a real and present danger.
- 13.6. Examples of situations that particularly call for judgements of this kind are:
  - a pupil attacking another pupil or member of staff;
  - pupils fighting and hence causing risk of injury to themselves or others;

- a pupil committing, or on the verge of committing, deliberate damage to property;
  - a pupil is causing, or at risk of causing, injury or damage by accident, rough play, or the misuse of dangerous objects or materials;
  - a pupil persistently refuses to follow an instruction to leave the classroom;
  - a pupil is behaving in a way that seriously disrupts a lesson; or
  - a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.
- 13.7. The Principal will inform the parents and give them an opportunity to discuss the incident.
- 13.8. In some cases, such as with SEN students, there may be medical advice about the safest way to hold pupils with specific health needs, which will be recorded and communicated on the Individual Health Care Plan or Educational Health and Care Plan.
- 13.9. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 13.10. There is post-incident support from SLT for any teacher or other person who has had to resort to restraint, as required

#### **Other physical contact with pupils**

- 13.12. The guidance also emphasises that it is not illegal to touch a pupil and that there are occasions when physical contact with a pupil is 'proper and necessary'.
- 13.13. Staff and volunteers should observe the staff code of conduct and ensure that their conduct is appropriate, proportionate and professional at all times
- 13.14. Examples of where touching a pupil may be proper or necessary include:
- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - when comforting a distressed pupil;
  - when congratulating or praising a pupil;
  - when demonstrating how to use a musical instrument;
  - when demonstrating exercises or techniques during PE lessons or sports coaching;
  - when giving first aid.

## **14. Prevention**

- 14.1. We recognise that the academy plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 14.2. The Academy will ensure that community will therefore:
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty and this will be clearly signposted.
  - Provide a pastoral system that values and respects the individual
  - Assign students to tutor groups where they have daily opportunities to develop positive relationships with their peers under the guidance of the tutor
  - In all subjects, design lessons to support students' development in ways which will foster security, confidence, self-esteem and independence
  - Include in the curriculum opportunities for PSHCE, including tutor time and drop down days, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help
  - Consider in the PSHCE curriculum issues which may impact on student welfare and safety:

- substance misuse, relationship and sex education and preventing teenage pregnancy
- Ensure all children do not have access to internet chat sites at school and warn them of the dangers of using these sites outside school.

## 15. Health and Safety

- 15.1. Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.
- 15.2. The Trust ensures the safety of its environment for pupils through:
  - Controlling access to its sites
  - Conducting an accessibility report and acting on its recommendations. There are special arrangements for students and staff with disabilities to access all areas of the site (see separate Accessibility plan)
  - ensuring that we comply with Health and Safety requirements for all on-site activities
  - requiring risk assessments before allowing any trips, visits or work experience placements
  - vigilant monitoring to guard against intruders, antisocial behaviour and substance misuse on site
  - curriculum activities and social areas compliant with Health and Safety requirements
  - work experience arrangements that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities
  - a single entry/ exit access point, supervised by reception staff
  - passes issued to visitors with prior appointments, after their identity has been checked
  - visitors being met at reception and escorted into the Academies
  - CCTV monitoring of the site, internal and external
  - a signing-out book for students with permission to leave the site
  - a record of staff and visitors signing in/out.
  - supervision of students at break and lunchtimes
- 15.3. The designated Safeguarding Lead is responsible for reporting suspected cases of child

## 16. Monitoring and Evaluation

- 16.1. All students at risk and with Child Protection Plans are monitored by the Designated Safeguarding Lead, with relevant staff members, and appropriate outside professional agencies on a regular basis.
- 16.2. The designated Safeguarding Lead meets the Principal regularly and keeps the Principal informed of all child protection cases
- 16.3. The designated safeguarding lead provides the designated safeguarding governor with a briefing regularly and discusses updated information more frequently where appropriate.
- 16.4. All staff regularly receive updated Child Protection information and training and this is recorded in a log retained by the DSL.
- 16.5. All adults working on a temporary or casual basis are required to read and sign updated Child Protection guidelines before working with students.
- 16.6. A sample of new staff will be questioned by the DSL each half term to ensure that staff knowledge meets the academy requirements of safeguarding and prevn4et

## 17. The Prevent Strategy- safeguarding against radicalisation

- 17.1. *“Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm”*  
*Home Office, The Prevent Strategy*

- 17.2. Counter Terrorism and Security Bill (February 2015) gave schools a duty to have due regard to the need to prevent people from being drawn into terrorism.
- 17.3. The Prevent Strategy is part of a counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism.
- 17.4. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 17.5. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 17.6. British Values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Academies now have a responsibility to actively promote these values through their Spiritual, Moral, Social and Cultural teaching (SMSC).
- 17.7. Strategies to keep pupils safe from the dangers of radicalisation and extremism:
  - We identify the dangers facing pupils by including 'Prevent' incidents in our central record of bullying in order to monitor the types, rates and patterns of words and behaviour. This allows us to assess the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation.
  - We respond swiftly and decisively to any extremist or discriminatory language or behaviour shown by pupils; we always involve parents and in some instances, other agencies.
  - We use appropriate filtering and monitoring of our school's IT equipment in-line with our Online Safety Policy.
- 17.8. Action to take when it is suspected that pupils are vulnerable to the dangers of radicalisation and extremism:
  - We work with the Local Authority Lead for Prevent in the borough our Academy is located to informally discuss concerns and agree actions. Acting upon advice we may refer a pupil to the Channel Programme (multi agency panel that assesses cases). This would be co-ordinated through the Designated Safeguarding Lead. In the event of immediate risk then the police should be contacted by calling 999.
  - All staff have been made aware of the DfE Briefing note on how Social Media is used to encourage Travel to Syria and Iraq (June 2015) and the Anti-Terrorist Hotline no: 0800 789 321.

## **18. Trust documents to be read and understood in conjunction with this policy:**

- Whistleblowing Policy
- Statement of Procedures for Dealing with Allegations of Abuse against Staff, Volunteers and Other Staff
- Health and Safety Policy
- Acceptable use of IT Policy
- Behaviour Policy
- Code of Conduct for Staff
- Online Safety Policy

## **Appendix A – General Information on identification of Child Abuse**

1. **Criteria for Registration and Categories Abuse** All children have certain basic needs, which include:
  - Physical care and protection



- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

The following terms for abuse are used. They are intended to provide definitions as a guide; in some instances more than one category may be appropriate.

**Abuse:** form of maltreatment of a child. Somebody 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

### **Links to advice and guidance**

[What to do if you're worried a child is being abused](#) DfE advice

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, 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:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning,

or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. *(taken from KCSIE 2020)*

## 2. Signs and Symptoms

### Neglect

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal, and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

#### The physical signs of neglect may include:

- Dirty unkempt appearance of child, in overall poor condition, thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors
- inappropriate clothing for the conditions

#### Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

#### Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

### Physical Abuse (Non-Accidental Injury)

#### Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

### Signs to look for

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.
  
- **physical signs of injury**
  - facial bruising around the mouth and ears
  - groups of small bruises
  - black eyes without a forehead injury, particularly if both eyes are affected
  - weal marks or outline of bruising (e.g. hand mark)
  - bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
  - bruises on the back, back of legs, stomach, chest or neck
  - bruises or cuts to mouth or tongue (e.g. split frenulum)
  - pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks
  - bites leave clear impressions of teeth and some bruising
  - parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
  - bites can be inflicted almost anywhere on the body
  - bites are never accidental
  - children will sometimes suffer minor burns through hot irons etc. but it is uncommon for multiple burns to be caused accidentally
  - a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
  - cigarette burns can be found in groups and can be found on any part of the body
  - scalds from boiling water may result from lack of supervision, or non-accidentally
  - a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
  - burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted
  - broken bones

### Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression   ▪ withdrawn behaviour   ▪ running away from home.

### Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
  - consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

### Sexual Abuse

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child’s cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities ▪ sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

### The physical signs of sexual abuse may include:

- reporting of pain or itching in the genital area
- reporting of bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

### Changes in behaviour which can also indicate sexual abuse include:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women or being left with a specific person or group of people

- a child who presents as depressed and where there may be instances of drug or alcohol abuse, eating disorders, self-harming, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance
- suddenly having unexplained sources of money

### **Emotional Abuse**

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

### **Signs to look out for:**

- a child who develops sudden speech disorders or exhibits a developmental delay in terms of emotional progress.
- a child may be fearful of a parent being approached regarding their behaviour
- a child may develop neurotic behaviour e.g. sulking, hair twisting, rocking
- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusory state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because

- a) most children experience some of these acts from time to time, and
- b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects.

The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

**Associated Factors:**

Children who suffer from emotional abuse frequently come from homes where there may be: ■  
 a mentally ill or disturbed parent

- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children’s age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is ‘adult on adult’ domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

**Other Forms of Abuse or Safeguarding Issues**

Abuse or Safeguarding Issue	Key Features	Link to Guidance/Advice	Source
Bullying	Bullying includes physical, verbal, written bullying and can be online or mobile phone. It may be homophobic, transphobic, disability or racial in content. Incidents of bullying may lead to referral and consideration under child protection procedures or in line with the school’s Behaviour policy.	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice

Children and the courts	<p>The Trust recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Where we are aware the Trust will support and signpost to the guides provided by the Ministry of Justice</p>	<p><a href="#">Advice for 5-11-year olds witnesses in criminal courts</a></p>	MoJ advice
	<p>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.</p>	<p><a href="#">Advice for 12-17 year old witnesses in criminal courts</a></p>	MoJ advice
	<p>Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.</p>	<p><a href="#">Online child arrangements information tool</a></p>	Ministry of Justice

Children missing from education, home or care	<p>All staff should be aware that children going missing, particularly repeatedly, 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</p>	<p><a href="#">Children missing education</a></p>	DfE statutory guidance
		<p><a href="#">Child missing from home or care</a></p>	DfE statutory guidance

	<p>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. Staff should be aware of our unauthorised absence and children missing from education procedures.</p>	<p><a href="#">Children and adults missing strategy</a></p>	<p>Home Office strategy</p>
<p>Children with family members in prison</p>	<p>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. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.</p>	<p><a href="#">National Information Centre on Children of Offenders</a></p>	<p>Barnardo’s in partnership with Her Majesty’s Prison and Probation Service (HMPPS) advice</p>
<p>Child Exploitation – County Lines</p>	<p>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 transporting drugs and a referral to the National Referral Mechanism should be considered.</p>	<p><a href="#">County Lines: criminal exploitation of children and vulnerable adults</a></p>	<p>Home Office guidance</p>



Child Sexual Exploitation	<p>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. This can take place in person or via technology. It can 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; and it 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.</p>	<p><a href="#">Child sexual exploitation: guide for practitioners</a></p>	DfE
		<p><a href="#">Trafficking: safeguarding children</a></p>	DfE and Home Office guidance
Drugs	<p>Schools can have a key role in identifying pupils at risk of drug misuse. The process of identifying needs should aim to distinguish between pupils who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support. Schools will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Most are pro-active in the early identification of children’s and young people’s needs and in safeguarding the children in their care.</p>	<p><a href="#">Drugs: advice for schools</a></p>	DfE and ACPO advice
		<p><a href="#">Drug strategy 2017</a></p>	Home Office strategy
		<p><a href="#">Information and advice on drugs</a></p>	Talk to Frank website
		<p><a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a></p>	Website developed by Mentor UK

<p>“Honour Based Violence”  (so called)</p>	<p>So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Refer to safeguarding and Child Protection Policy section 5 regarding the mandatory reporting duty for FGM.</p>	<p><a href="#">Female genital mutilation: information and resources</a></p>	<p>Home Office</p>
		<p><a href="#">Female genital mutilation: multi agency statutory guidance</a></p>	<p>DfE, DH, and HO statutory guidance</p>
		<p><a href="#">Forced marriage: information and practice guidelines</a></p>	<p>Foreign Commonwealth Office and Home Office</p>
<p>Faith Based Abuse</p>	<p>This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.</p>	<p><a href="#">Faith based abuse: National Action Plan</a></p>	<p>DfE advice</p>

Health and Well-being	<p>Young people today face a range of new pressures that can potentially harm their emotional and physical wellbeing.</p> <p>Having a medical condition can make pupils more vulnerable at school. Future Academies has a Supporting Pupils with Medical Conditions policy</p>	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
		<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
		<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
		<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<p>Families may be homeless or threatened with homelessness. This would be a challenging time for an adult but children may experience particular challenges in handling emotions and the practicalities of the situation, such as travelling to and from school.</p>	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online safety	<p>Online-safety is a term which means not only the internet but other ways in which young people communicate using electronic media, e.g. mobile phones. It means ensuring that children and young people are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others. The aim of promoting e-safety is to protect young people from the adverse consequences of access or use of electronic media, including from bullying, inappropriate sexualised behaviour or exploitation</p>	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety

<p>Young Carers</p>	<p>A young carer is someone aged 18 or under who helps look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. Many young carers struggle to juggle their education and caring which can cause pressure and stress. It can affect a young person's health, social life and self-confidence.</p>	<p><a href="#">Carers UK</a> <a href="#">Youth Access</a></p>	<p>Support organisations</p>
<p>Private fostering</p>	<p>Where an member of staff identifies that a pupil under the age of 16, (or 18 if there is a disability) is being provided by care and accommodation by a person who is not a parent, a person with parental responsibility or a relative in their own home, they must report this to the pupil's home authority to enable them to check that the arrangement is suitable and safe for the pupil.</p>	<p><a href="#">Private fostering: local authorities</a></p>	<p>DfE - statutory guidance</p>
<p>Radicalisation</p>	<p>This often presents initially as a form of child exploitation and "grooming". Full details of the reporting can be found in Section 17 of the safeguarding policy</p>	<p><a href="#">Prevent duty guidance</a></p>	<p>Home Office guidance</p>
		<p><a href="#">Prevent duty advice for schools</a></p>	<p>DfE advice</p>
		<p><a href="#">Educate Against Hate Website</a></p>	<p>DfE and Home Office</p>
<p>Gang and Youth Violence</p>	<p>Many factors may contribute to children becoming involved with gangs, such as low academic achievement, the child's peer group, a disrupted family, poor supervision or other issues affecting the local community.</p>	<p><a href="#">Gangs and youth violence: for schools and colleges</a></p>	<p>Home Office advice</p>

Violence	Witnessing or experiencing situations where violence is involved, including domestic violence will lead to the child suffering a degree of trauma they are likely to be at risk of emotional damage or physical injury themselves.	<a href="#">Serious violence strategy</a>	Home Office Strategy
		<a href="#">Ending violence against women and girls 2016/2020 strategy</a>	Home Office strategy
		<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
		<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
		<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Sexual Violence and Harassment (Peer on Peer)	<p>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.</p> <p>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 SEN(D) and LGBT children are at greater risk</p>	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice

## Appendix B – Model Academy Safeguarding Information Poster

# Model Academy Safeguarding Information Poster

**The key principle of all child protection policy is the welfare of the child. Therefore, no information can be kept in confidence if there is any risk to the child.**

**\*\*\*Good recording of details is essential in every case\*\*\***

**\*\*\*Involve a Designated Safeguarding Lead as a matter of urgency\*\*\***

### Recording and confidentiality

Where there is a **disclosure by a child to a member of staff they should:**

- Encourage the child to keep talking by mirroring back what has been said e.g. "You were with your friend?"
- Listen carefully to what the child is saying
- Try not to ask closed questions which require a 'yes' or 'no' answer
- Do not influence what the child is saying; never lead the child through questions ▪ It is permissible to seek clarification e.g. 'Where did this happen?' ▪ Write up the conversation as soon as possible.
- You should keep a record of the questions you have asked the child and the child's responses to the questions.
- Use quotation marks to record child's actual words where you clearly recall these.
- Use 'he/she said' where you are writing the meaning you took, but not a direct word for word quote.

**Remember that every member of staff owes a "Duty of Care" to the pupils.**

- Do not make any promises to a child which you cannot keep.
- Never suggest or confirm to a child that you will keep any matter confidential.

Appendix D – Safeguarding Concern Form

## Safeguarding Concern Form

Remember the 'one chance' rule. This may represent the only opportunity this child has for getting help. **DO NOT IGNORE IT.**

Child's name			
Class / Tutor Group		Date and time of concern	
Date and Time of completion of form		Location	
Concern Raised by <i>(your name)</i>		Your signature	
Does the pupil know this form has been completed?	Yes    No <i>(Circle)</i>		
Adults Present:			
<p><b>Why are you concerned about this pupil?</b> Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. <u>You must not ask the pupil leading questions or try to investigate the concern yourself.</u></p>			
<p><b>What have you observed and when?</b> This relates to anything you have personally witnessed.</p>			
<p><b>What have you been told and when?</b> Write here anything you have been told by the pupil or another person. Be clear about who has said what. Use quotation marks to record child's actual words where you <u>clearly recall</u> these. Use 'he/she said' where you are writing the meaning you took, but not a direct word for word quote.</p>			

*(Continue of separate sheet, if required – please ensure child’s name and date of incident is recorded on every additional sheet)*

<b>What have you heard and when? This may be third-party information that is relevant but as yet unsubstantiated.</b>		
<b>Does the pupil have any visible injury?</b>	Yes    No <i>(Circle)</i>	<i>(If yes, please complete the Record of Injury Observed )</i>
<b>Have they told you they have been injured?</b>	Yes    No <i>(Circle)</i>	

*(Continue of separate sheet, if required – please ensure child’s name and date of incident is recorded on every additional sheet)*

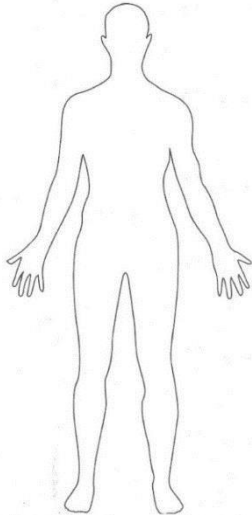
**This form must be returned to the Designated Safeguarding Lead with any notes attached. If you have concerns about filling in the form then ask for guidance from the Designated Safeguarding Lead. Parents should not be contacted by anyone in the school. This could place the pupil at risk.**



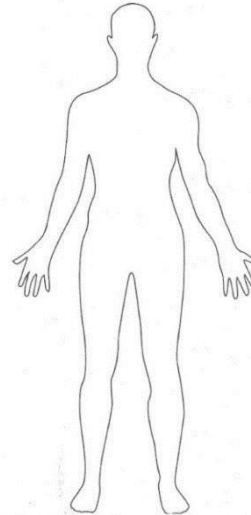
## Record of Injury Observed

*Be very specific about the location and appearance of injury. For example, "scratch on left inside wrist", "many small bruises on right upper arm"*

**Front**



**Back**



<b>Name and position of the person this record was handed to:</b>	
<b>Date and time the above person received this record:</b>	

Appendix E – DSL Action Form

## DSL Action Form

To be completed by the DSL (or equivalent) and attached to the original Safeguarding Concern form and Record of Injury Observed Form.

Child's name			
Class / Tutor Group		Date and time of concern	
Actions taken by the DSL following the report			

Remember the 'one chance' rule. **This may represent the only opportunity this child has for getting help.**  
**DO NOT IGNORE IT.**

**Appendix F – Risk Assessment for Volunteers**

This risk assessment should be completed when considering whether a person working as a volunteer at an Academy or for the Trust should be asked for an enhanced DBS check.

<b>Volunteers name</b>		
<b>Is the volunteer in “regulated” activity?</b>	<b>Yes</b>	<input type="checkbox"/> If yes, an enhanced DBS with Barred List check is required
	<b>No</b>	<input type="checkbox"/> If no, an enhanced DBS without Barred list check <i>may</i> be obtained

Areas to consider	
<b>What is the age group of the pupils that the volunteer will work with?</b>	
<b>Are these pupils regarded as particularly vulnerable? (include reason)</b>	
<b>How frequently will the volunteer be in Academy?</b>	
<b>What motivates the volunteer to want to work in the academy?</b>	
<b>Is the volunteer in paid employment or do they work in a voluntary capacity elsewhere with children?</b>	
<b>Can the volunteer provide at least one reference from someone other than a family member, including a senior person at the employment or voluntary service named above?</b>	
<b>What information does the school already know about the person?</b>	
<b>Has the person’s identity been verified</b>	
<b>Is the person signed up to the DBS Update Service?</b>	
<b>Has a check been completed on the DBS Update Service?</b>	
<b>Is the person aware of any reason why they should not volunteer to work with children?</b>	
<b>Is the school aware of any reason that the person should not work with children?</b>	

Risk Assessment Outcome <i>(circle/highlight the appropriate level of risk)</i>		
High Risk <i>(circle/highlight)</i>	Medium Risk <i>(circle/highlight)</i>	Low risk <i>(circle/highlight)</i>
The person has no previous connection with the school <b>AND</b> cannot provide references from elsewhere.	The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the school, and no issues have come to light that would mean they would be unsuitable.	The person is signed up to the DBS Update Service and the checks reveal no negative information OR The person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (e.g. may be a former employee)
<b>Guidance</b> <i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the Trust consider the person's uncorroborated background would raise an unacceptable risk.</i>	<b>Guidance</b> <i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the Trust may wish to do so, as no enhanced DBS has been seen.</i>	<b>Guidance</b> <i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the Trust may decide to obtain a new enhanced DBS.</i>

Decision
<input type="checkbox"/> Application for enhanced DBS check is not needed. State reason(s) below:
<input type="checkbox"/> Application for enhanced DBS check is needed. State reason(s) below:
<input type="checkbox"/> Application for an enhanced DBS check and a Barred List check is needed because the person is in Regulated Activity

Principal (Print Name) .....

Principal (Signature) .....

Date .....

Chair of Governors (Print Name) .....

Chair of Governors (Signature) .....

Date .....

## Appendix G - Social Services Contact List

To report a concern about a child or young person, you will need to contact their home borough. To make a referral, you will need their full name, date of birth and home address. To establish which borough the child resides in, follow this link and input the child's postcode: <https://www.gov.uk/find-local-council>

## Safeguarding and Child Protection Contacts in Westminster

### Consultation and Advice about a child/young person resident in the City of Westminster

To report a concern about a child or young person in Westminster please contact:

Westminster Access Team – Tel: 020 7641 4000 (Out of hours – 020 7641 6000)

Email: [AccesstoChildrensServices@westminster.gov.uk](mailto:AccesstoChildrensServices@westminster.gov.uk) **In an emergency call the police on 999**

For case consultations or follow-up enquiries please contact the Duty Child Protection Adviser in the first instance on 020 7641 7668.

- **Leonie Bingham** Child Protection Adviser  
Telephone: 020 7641 4199 Email: [lbingham@westminster.gov.uk](mailto:lbingham@westminster.gov.uk)
- **John Griffin** Child Protection Adviser  
Telephone: 020 7641 1615 Email: [jgriffin@westminster.gov.uk](mailto:jgriffin@westminster.gov.uk)
- **Prabha Vashee** Child Protection Adviser  
Telephone: 020 7641 4003 Email: [pvashee@westminster.gov.uk](mailto:pvashee@westminster.gov.uk)

### Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education

- **Hilary Shaw** Safeguarding and Child Protection Schools and Education Officer Telephone: 020 7598 4876 Mobile: 07817 365 519 Email: [hilary.shaw@rbkc.gov.uk](mailto:hilary.shaw@rbkc.gov.uk)
- **Marissa Asli** Safeguarding and Education – Liaison and Training Co-ordinator  
Telephone: 020 7598 4886 Mobile: 07739 315 432 Email: [marissa.aslibangura@rbkc.gov.uk](mailto:marissa.aslibangura@rbkc.gov.uk)

### Tri-borough FGM

- **Rochelle-Ann Naidoo** Tri-borough Senior Practitioner  
Telephone: 020 7641 1610 Email: [rnaidoo@westminster.gov.uk](mailto:rnaidoo@westminster.gov.uk)

### PREVENT

- **Mark Chalmers** Prevent Programme Manager, Westminster enquiries only Telephone: 020 7641 6032 Email: [mchalmers@westminster.gov.uk](mailto:mchalmers@westminster.gov.uk)

### Tri-borough Multi-Agency Safeguarding Hub (MASH)

- **Karen Duncan** Tri-Borough MASH Business Support Officer Telephone: 020 7641 3991 Email: [kduncan1@westminster.gov.uk](mailto:kduncan1@westminster.gov.uk)

### Bi-Borough Admissions and Access to Education (Children Missing Education, Child Employment and Elective Home Education enquiries)

- **Wendy Anthony** Bi-Borough Head of Admissions and Access to Education Telephone: 020 7745 6440 Email: [wendy.anthony@rbkc.gov.uk](mailto:wendy.anthony@rbkc.gov.uk)

### Tri-Borough Private Fostering:

- Westminster - [accesstochildrensservices@westminster.gov.uk](mailto:accesstochildrensservices@westminster.gov.uk) or tel: 020 7641 4000

### For LADO consultations and referrals (for referral and management of allegations against staff)

**Duty Child Protection Adviser on:** Telephone: 020 7641 7668 Email: [LADO@westminster.gov.uk](mailto:LADO@westminster.gov.uk) If you cannot reach a duty CP Adviser you can reach:

- ***Kembra Healy Safer Organisation Manager and Local Authority Designated Officer (LADO)*** Telephone: 07823 532 538 Email: [kembra.healy@rbkc.gov.uk](mailto:kembra.healy@rbkc.gov.uk)

**Safeguarding and Child Protection Contacts in Hammersmith and Fulham Tel:**

020 8753 6610 (Out of hours – 020 8748 8588)

**Safeguarding and Child Protection Contacts in Kensington and Chelsea**

Tel: 020 7361 3013 (Out of hours – 020 7361 3013)

**Safeguarding and Child Protection Contacts in Lambeth**

Tel: 020 7926 5555

**Safeguarding and Child Protection Contacts in Southwark**

Tel: 9am -5pm: 020 7926 5555 (Out of hours: 0207 525 5000) email: [MASH@southwark.gov.uk](mailto:MASH@southwark.gov.uk)

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