



# SAFEGUARDING & CHILD PROTECTION POLICY

Who is responsible	VLT Board
Statutory policy	Yes
Review timescale	Annually
Last review	October 2018
Approval date	5 <sup>th</sup> November 2018
Next review	October 2019

<b>Designated staff members:</b>	Axe Valley Academy – Jonathan Scott
	Holyrood Academy – Samantha Davison
<b>Designate Board of Trustees lead:</b>	Michael Weston

*This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers within the Trust and it's Academies to share this commitment.*

## 1. Introduction

This policy has been developed in accordance with the principles established by the following legislation and guidance:

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”
- Local Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2018)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) Early Years Foundation Stage 2017
- Sexual violence and sexual harassment between children in schools and colleges; DfE May 2018.
- The Prevent Duty 2015

The Board of Trustees take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work with other agencies to ensure adequate arrangements within the Academies within our Trust to identify, assess and support those students who are suffering harm.

The Trust recognises that all adults, including temporary staff<sup>1</sup>, volunteers, Trustees and Governors, have a full and active part to play in protecting our students from harm, and that the child’s welfare is our paramount concern.

We all believe that our Trust will provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual student within our Academies.

The aim of this policy is to:-

- I. Support the student’s development in ways that will foster security, confidence and independence.
- II. Provide an environment in which students feel safe, secure, valued, respected, feel confident and know how to approach adults if they are in difficulties with the belief that they will be listened to.
- III. Raise awareness of all staff<sup>1</sup>, of the need to safeguard the students and of their responsibilities in identifying and reporting possible cases of abuse (see appendix A)
- IV. Provide systematic means of monitoring students known or thought to be at risk of harm and ensure that each academy contributes to assessments of need and support packages for those children.
- V. Emphasise the need for good levels of communication between all members of staff in each academy.

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<sup>1</sup> Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with students etc., Trustees and Local Governors

- VI. Develop structured procedures within each academy followed by all members of the academy community in cases of suspected abuse.
- VII. Develop and promote effective working relationships with other agencies to include but not limited to the Police, Health Care professionals and Social Care.
- VIII. DBS check (according to guidance)<sup>2</sup> and that a central record is kept for audit monitored by the individual Local Governance Committees on behalf of the Board of Trustees.

## 2. Safe Academy, Safe Staff

We will ensure that:-

All members of the Board of Trustees and Local Governance Committees understand and fulfil their responsibilities, in addition to a specific Trustee (named on the front of the policy) who will take leadership responsibility for the Trust's safeguarding arrangements and a safeguarding governor for each Local Governance Committee who will monitor each Academy's safeguarding arrangements, namely to ensure that:

There is a Child Protection and Safeguarding policy along with other related policies/procedures, that will be regularly reviewed and updated, to ensure delivery of the duties within the policy such as –

- Staff conduct
  - Safer recruitment
  - Allegations against staff
  - Health & Safety
  - Behaviour
  - Anti-bullying
  - Attendance
  - Equality
  - Medical conditions
  - Off-site visits and activities
  - E-safety
  - Sex Education
- I. A senior leader in each Academy is the Senior Designated Lead for Safeguarding (DSL) and has undertaken relevant training that will be updated every 2 years. They will take the lead responsibility for safeguarding and child protection.
  - II. An alternate member of staff within each academy will be identified to act as a deputy DSL (DDSL) in the absence of the DSL to ensure there is always cover for the role and they will be trained to the same standard as the designated safeguarding lead.
  - III. All other academy staff will undergo relevant and appropriate training that is regularly updated.
  - IV. Any identified weaknesses in Child Protection and Safeguarding are remedied immediately.
  - V. A Governor, from the Local Governance Committee, is nominated to liaise with the relevant Local Authority (LA) on Child Protection issues and in the event of an allegation of abuse made against the Headteacher of the Academy. The designated safeguarding lead on the Trust board will liaise with the LA for the Trust in the event of an allegation of abuse made against the CEO/EP
  - VI. The Child Protection and Safeguarding policy will be reviewed annually and will be available on the Trust and Academies within the Trust websites.
  - VII. The Local Governance Committees on behalf of the Board of Trustees will ensure that all students in academies within the Trust are taught about safeguarding through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).
  - VIII. All Trustees and Governors have enhanced DBS checks in place.

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<sup>2</sup> Guidance as updated by the protection of Freedoms Act 2012

- IX. The DSL will be a member of the Senior Leadership Team. There are other members of staff trained to CPO level. All these officers have received the relevant training
- X. Those members of staff involved in recruitment and at least one member of the Board of Trustees or Local Governance Committee who will be involved in any staff recruitment, have completed online safer recruitment training that will be renewed every 5 years.
- XI. New members of staff and volunteers are provided with child protection awareness information at induction and will be made aware of those members of staff that they contact to discuss concerns.
- XII. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- XIII. All other staff, Trustees and LGC's have child protection awareness training updated by the DSL as appropriate in order to maintain their understanding of the signs and indicators of abuse.
- XIV. All members of staff, volunteers, Governors and Trustees know how to respond to a student who discloses abuse.
- XV. Parents and carers are made aware of the responsibilities of staff members with regard to child protection and safeguarding procedures by the publication of this policy on the Trust and academy websites and reference to it within induction packs.
- XVI. The lettings policy will seek to ensure the suitability of adults working with children on academy sites at any time.
- XVII. We will ensure that child protection type concerns or allegations against adults working in each of the academies within the Trust are referred to the relevant Child Protection/Safeguarding body at the relevant Local Authority for advice. That members of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of substantiated allegation, in the case of a volunteer.

Those working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and develop a culture where *Safeguarding is everyone's responsibility*.

### 3. Responsibilities

DSLs are responsible for:

- Referring a student if there are concerns about possible abuse to the relevant local authority children's services and / or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern. Acting as a focal point for staff to discuss concerns. Referrals will be made in writing, after a telephone call, using - the appropriate form for each Local Authority
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - Ensuring that all such records are kept confidentially and securely and are separate from student records, although an indication of the existence of this file will be marked in the student's record. That copies of all such records will be forwarded on to the student's next college or school.
  - Liaising with the Head Teacher or Executive Principal or equivalent to inform him/her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned
- Liaising with other agencies and professionals.
- Making sure that they or a relevant/appropriate staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions.
- Make sure that any student, with a current child protection plan, who is absent from their academy without explanation for 2 days is referred to the appropriate agencies.
- Organising child protection and safeguarding induction and update training annually for all academy staff.
- Provide the Local Governance Committee for their Academy an annual safeguarding report detailing training undertaken by DSLs, academy staff and governors, along with the number and type of incidents/cases and the number of children on the child protection register.<sup>3</sup> The Trust will use the annual reports to each LGC to inform their own annual report across the Trust that will also detail any training undertaken by Trustees.
- The Designated Safeguarding Lead should undergo the Local Authority's formal training every two years. The DSL should also undertake Prevent (WRAP) awareness and disseminate in addition to this training. Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Where children leave the Academy, ensure the safeguarding file and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.
- If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file until the child is aged 21
- For ensuring the acceptable, safe use and storage of all digital technology including on-line safety policy
- Interrupting and implementing the Fundamental British Values

Deputy DSLs are trained to the same level as the DSL's and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

#### **4. Trustees and Local Governing Committees**

Trustees and Local Governing Committees will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training in the provision are effective and comply with the law at all times.

They will –

- Prioritise the welfare of children and young people and create a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Have a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way

<sup>3</sup> Using the local safeguarding board template available on their website

## **5. Supporting Children**

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

All staff will be aware of the early help process, and understand their role in identifying emerging problems, including sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Lead any ongoing/escalating concerns so that consideration can be given to a request for involvement to Children's Services if the child's situation does not appear to be improving.

Staff and volunteers working within the Trust will also be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs such as EAL, Asylum Seekers, living transient life styles
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
- Children missing education
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect
- Children with poor attendance or high medical absence
- Children suffering peer on peer abuse
- Is a privately fostered child

Staff members will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.

(See Appendices for information on further descriptors of abuse and specific safeguarding issues)

Our academies will support all students by:-

- Encouraging self-esteem and self-assertiveness via the curriculum as well as our relationships whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the academy.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying relevant agencies as soon as there is a significant concern.
- Making sure that the academy forwards appropriate information, confidentially and securely, to a student's new setting when a student, about whom there have been concerns, leaves the academy.

## **6. Children with SEN and Disabilities**

Children with SEN and disabilities, who are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff will think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

## **7. Local Issues and Contextual safeguarding**

Safeguarding incidents can be associated with factors outside the setting and between children outside of school. This is called *contextual safeguarding*<sup>4</sup>. Our staff are aware of the definition of *contextual safeguarding* when reporting concerns and must ensure all information and background detail will be given to the DSL when discussing concerns.

We are aware that there are many local issues that can impact on the safeguarding of children, we will endeavour to be aware of all local issues around the provision and work with children to ensure they are safe. Where available Staff will attend appropriate group meetings to share knowledge.

## **8. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow the guidance in Appendix B

When a member of staff is concerned about a child he or she will inform the Designated Senior Lead. The DSL will decide whether the concerns should be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL must be informed as soon as possible.

If any staff member receives a disclosure about potential harm caused by another staff member, they should see section – Allegation involving school staff/volunteers.

We recognise that staff working in our academies who are involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

All staff in our academies should take care not to place themselves in a vulnerable position with a child and make sure that when working with an individual student or speaking to a parent it is conducted in view of other adults.

## **9. Record Keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child

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<sup>4</sup> Contextual Safeguarding is an approach to responding to young people's experience of significant harm beyond their families. It recognises the different relationships that young people have in their community, schools and online life can feature violence and abuse. Parents and carers can have little influence over these contexts, and they can undermine parent-child relationships.

- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Agree and record actions and outcomes

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

## **10. Confidentiality**

Within our Academies we recognise that all matters relating to child protection are confidential. The Headteacher or DSLs in each academy will disclose any information about a child to other members of staff on a need to know basis only. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff in our academies are aware that they have a professional responsibility to share information with other agencies (particularly the investigative agencies such as Children's Services: Safeguarding and Specialist Services and the Police) in order to safeguard children.

Staff will recognise that they cannot promise a student they will keep secrets that compromise the student's safety or wellbeing.

Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

## **11. Procedure**

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

If a pupil who is/or has been the subject of a child protection plan changes provision, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision, in a secure manner, and separate from the child's academic file.

Should the child's whereabouts be unknown or they move to elective home education the Social Worker must be informed and the setting follow the procedure for reporting children missing education and elective home education

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect pupil welfare. Gathering safeguarding data and impact will be embedded into the provision's process to measure effective safeguarding practice and resolve any weaknesses.

## **12. Communication with Parents**

We are fully committed to working in partnership with Parents. This Provision will ensure the Child Protection and/or Safeguarding Policy is available publicly either via the provision website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm.

The Provision will ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

### **13. Allegations involving staff/volunteers**

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

A whistleblowing policy is in place and is easily accessed for such concerns to be raised with the provider's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher or Executive Principal. Where there are concerns about the Head Teacher or Executive Principal, this should be referred to the Chair of Governors as appropriate.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not **investigate** the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Local Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures. If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher, should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.

### **14. Anti-bullying and Racist Incidents**

Our Trust policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection and safeguarding procedures. It includes all form of bullying such as but not inclusive – cyber, racist, homophobic and gender related bullying.

A record is kept of all known bullying and racist incidents and all staff across the Trust are aware that students with SEND, differences/perceived differences are more susceptible to being bullied/victims of child abuse.

### **15. Prevention**

The Trust plays a significant part in the prevention of harm to our students by providing them with good lines of communication within their Academy with trusted adults, supportive friends and an ethos of protection. We will therefore within each of our Academies:-

- Work to establish and maintain an ethos where students feel secure.
- Make sure that students are encouraged to talk and are always listened to and that they know there is an adult whom they can approach if they are worried or in difficulty.
- Include regular consultation with students via student voice, participation in anti-bullying week and other initiatives.
- Highlight safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm.
- Ensure that all staff in each academy are aware of the guidance in regard to mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **16. Health and Safety**

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

### **17. Site Security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **18. Monitoring and Evaluation**

Our Child Protection and Safeguarding Policy and Procedures will be monitored and evaluated by:-

- Governors visits to their academy
- Consultations by the LGC with students via student voice
- Scrutiny of attendance data and risk assessments by the Local Governance Committee
- Records of racist/bullying/behaviour incidents monitored by the SLT for the Academy, Local Governance Committee and Trust Board
- Reviews of parental concerns/complaints and parent view on the Ofsted website.
- Reporting mechanisms from the LGC's to the Trust Board
- This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

## **Appendix A: Types of Abuse**

**Physical abuse** is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

**Neglect** is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

**Sexual Abuse** A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

**Emotional abuse** is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case

### **Specific abuse and vulnerability concerns.**

#### **Domestic Abuse**

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

#### **Fabricated or Induced Illness by Carer (FII)**

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carer fabricating or inducing illness in a child:  
Fabrication of signs and symptoms, including fabrication of past medical history.  
Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.  
Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

### **Child Exploitation, Sexual (CSE) and Child Criminal Exploitation**

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Exploitation (CE).

The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The current definition updated March 2017 states:

*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.*

### **Peer on peer abuse including (Harmful Sexual Behaviour, Sexual violence and Harassment in education 2017)**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to children's services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the **Brook Advisory Service** can be used to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

Guidance on responding to and managing sexting incidents can be found at: <https://ceop.police.uk>

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the provision will:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Brook Risk Assessment Management Plan and Safety and Support Plan tools).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **Honour-Based Violence (HBV)**

So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number.

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

### **Forced Marriage**

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

When a disclosure or signs of FM are noted, staff should always alert the Headteacher immediately. We should never attempt to intervene directly as a school or through a third party.

In such situations, the DSL will always call either the relevant Local Authority /Police and/or the Forced Marriage Unit on 020 7008 0151.

### **Breast Ironing/Binding**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

### **Faith Abuse**

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit. Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."

Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always Children's Social Care Emergency Duty Team.

### **Extremism and Radicalisation**

The UK Government defines extremism as: "The 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" and/or "calls for the death of members of our armed forces, whether in this country or overseas." Radicalisation is defined by the UK Government within this context as: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

We take the "Prevent" duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others.

### **Historical Abuse**

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity.

### **County Lines, Cross Borders, Gangs, Trafficking and Cuckooing.**

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

### **Private Fostering.**

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Children and young people become privately fostered for a variety of reasons

- Their parents live overseas and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

The law says that the Local Authority must be told about all private fostering arrangements. The child's parents or carers should notify us of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us. The Children Act 1989, and section 44 of the Children Act 2004, outlines the legal duty of the local authority to make sure that the welfare of all privately fostered children is safeguarded and promoted.

A social worker will need to check the placement is suitable and that all the needs of the child or children are being met. They will also speak to the child or children to make sure that a thorough assessment of the placement is carried out.

### **Hate Crime.**

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

### **Sexting.**

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The provision will follow local procedures with police and the Local Safeguarding Children's Board

### **Online Abuse**

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

### **Grooming.**

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

### **Missing Children.**

Anyone under the age of 18 years is to be considered "missing" if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public" This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child's location is unknown, or reason for absence is unknown there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

**Children missing Education (CME)** are children of compulsory school age who:

- Are not on a school roll, and
- Are not getting a suitable education other than at school

For more information, refer to each relevant Local Authorities Children Missing in Education Policy. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

### **Children on roll.**

Where there are Children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the **settings** responsibility for safeguarding and procedures will be put in place to monitor their wellbeing

## **Appendix B: Dealing with a Disclosure**

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead **without delay**
- Each Academy will always undertake to share their intention to refer a student to Social Care with their mother/father/carer unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult the relevant agency in the relevant LA.

## **Appendix C: Managing Allegations and Escalation**

The statutory guidance 'Keeping Children Safe in Education (2018)' states that governing bodies and proprietors should appoint a member of staff of the Academy's leadership team to the role of designated safeguarding lead. All staff should be instructed that any allegation should be reported immediately to the DSL. Written safeguarding procedures should reflect this guidance.

On being advised of an allegation which meets the criteria, the designated senior manager should contact the Local Authority Designated Officer (LADO) within 1 working day.

The LADO's role is to provide advice and guidance to organisations dealing with allegations, to liaise with the police and other agencies, and to monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

All referrals should be made in the first instance by phone to the relevant County authority indicating that you wish to refer an allegation against an adult who works with children. Please follow up all referrals using the LADO Reporting Form available on each relevant Local Children Safeguarding Board site.

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, schools should have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016). Should the allegation be about the designated lead or senior lead, allegations should be passed to a higher level such as a chair of governors or director.

Advise Ofsted of allegations within 14 days

Advise the Disclosure and Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

### **Escalation**

When working with professionals from other agencies there will at times be differences of opinion with regards to how to respond to an identified concern about a child, young person or family. Disagreements can be a sign of developing thinking, and the value of exchanging ideas from different perspectives should not be under-estimated and is one of many benefits of partnership working.

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies. If you feel that a professional or an agency is not acting in the best interests of the child, young person or family, you have a **responsibility** to respectfully challenge the professional or agency.

#### **Appendix D: PREVENT**

**Radicalisation and Extremism** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“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” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom’s counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised.

The CONTEST strategy is divided up into four priority objectives:

- Pursue – stop terrorist attacks
- Prepare – where we cannot stop an attack, mitigate its impact
- Protect – strengthen overall protection against terrorist attacks
- Prevent – stop people becoming terrorists and supporting violent extremism

It is an approach that involves many agencies and communities, to safeguard people who may be at risk of radicalisation. Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism.

SWCPP (Safeguarding Children and Young people against Radicalisation and Violent Extremism)

[http://www.proceduresonline.com/swcpp/somerset/p\\_sg\\_ch\\_extremism.html?zoom\\_highlight=prevent](http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent)

Revised Prevent Duty guidance for England and Wales.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

#### **Appendix E: Dangerous Drugs**

As part of the statutory duty on education providers to promote pupils’ wellbeing, education have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

To support this, the Government's Drug Strategy 2010 ensures that education staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the Academy.
- Establish relationships with local children and young people's services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

Searching and Confiscation Advice on searching and confiscations can be found in Screening, searching and confiscation; advice for head teachers, staff and governing bodies.

### **Appendix F. Restraint**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 3. 'Reasonable in the circumstances' means using no more force than is needed. 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Useful Numbers:

### Somerset

Consultation Line for Children's Safeguarding Leads', 0300 123 3078  
Somerset Direct (Children's and Adult's) 0300 123 2224

- CAMHS Telephone Advice Line (12.00pm to 2.00pm Monday to Friday)
- South Somerset 01935 384140
- West 01823 368368
- GP's and Lead Professionals (9.00am to 4.00pm Monday to Friday)
- Early Help Advice Hub 01823 355803
- Emergency Duty Team (EDT) 0300 123 2327
- getset South Somerset 01935 848942
- getset Taunton and West Somerset 01823 322508 / 01643 700030
- Prevent – Regional Police Prevent Team 01179 455536/539
- [channelsw@avonandsomerset.pnn.police.uk](mailto:channelsw@avonandsomerset.pnn.police.uk)
- Somerset Drug and Alcohol Service (SDAS) 0300 303 8788
- Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999
- Somerset Partnership Integrated Therapy Service 0303 033 3002  
(9.00am to 12.00pm, Mon, Wed, Thurs, Fri)

### Somerset Support for Education (SSE)

<http://www.supportservicesforeducation.co.uk/>

### Somerset Direct

<http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/>

### Devon

- Devon Safeguarding Childrens Board [www.devonsafeguardingchildren.org](http://www.devonsafeguardingchildren.org)
- South West Child Protection Procedures <http://www.proceduresonline.com/swcpp/>
- Devon Early Years and Childcare Service [www.devon.gov.uk/eys](http://www.devon.gov.uk/eys)
- **Multi-agency Safeguarding Hub (MASH) 0345 155 1071**  
email: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)
- **Early Help** In each of the four localities – Northern, Exeter, East and Mid, and Southern – there are Early Help Hubs, where the Early Help Locality Officers, Family Intervention Teams, Youth Intervention teams and REACH workers are based
- [Earlyhelpnorthsecure-mailbox@devon.gcsx.gov.uk](mailto:Earlyhelpnorthsecure-mailbox@devon.gcsx.gov.uk)
- [Earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk](mailto:Earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk)
- [Earlyhelpmideastsecure-mailbox@devon.gcsx.gov.uk](mailto:Earlyhelpmideastsecure-mailbox@devon.gcsx.gov.uk)
- [Earlyhelpexetersecure-mailbox@devon.gcsx.gov.uk](mailto:Earlyhelpexetersecure-mailbox@devon.gcsx.gov.uk)
- **Out of hours for CYPS (Social Care):** 5pm -9am and at weekends and public holidays, please contact: Emergency Duty Service 0845 6000 388 (low-rate call)
- **Police Central Referral Unit:** 0845 605 116
- **EYCS Consultation Service:**  
If you have concerns about a child but are unsure whether to make a MASH enquiry. The numbers are:  
Nikki Phillips – Locality Manager for Exeter and East Devon 01392 383000  
Melissa Filby – Locality Manager for Northern and Mid Devon 01392 383000  
Susan Bolt - Locality Manager for South and West Devon 01392 383000
- **DSCB Office:** 01392 383000

- **Child Protection Chairs and Local Authority Designated** Leads for managing allegations against staff: 01392 384964
- **Devon's Domestic Abuse Helpline** 0345 155 1074

#### **Other**

- Child Exploitation and Online Protection Agency [www.ceop.org.uk](http://www.ceop.org.uk)
- NSPCC <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>
- NSPCC whistleblowing helpline  
(available for those who do not feel able to raise concerns regarding child protection failures internally)  
Staff can call: 0800 028 0285, line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- LGBT - [stonewall.org.uk](http://stonewall.org.uk)