

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

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### APPENDICES (available separately on the WAT central website)

- Appendix 2 – Categories of abuse and indicators
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# CHILD PROTECTION & SAFEGUARDING POLICY

## 1. Introduction, statutory framework and scope

Children and young people have a fundamental right to be protected from harm.

Our children have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in the Trust are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our children is a shared community responsibility with all stakeholders understanding the difference between 'must' and 'should' when addressing safeguarding issues.

*This policy has regard to the following statutory/guidance documents and Acts:*

- Keeping Children Safe in Education (September 2020) (KCSIE) [See Appendix 8]
- The Education (Independent School Standards) Regulations 2014
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2016)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused – Advice for practitioners (March 2015)
- Guidance for safer working practice for those working with children and young people in education settings October 2015 (Safer Recruitment Consortium)
- Working Together to Safeguard Children (2018)
- WT refers to the non-statutory advice: Information sharing (March 2015)
- The Children Act 1989 and 2004
- Children missing Education: statutory guidance for local authorities 2016
- Education Act 2002 (section 175)
- Information Sharing: advice for practitioners providing safeguarding services 2015
- The Education (Pupil Information) (England) Regulations 2005
- Disqualification under the Childcare Act 2006
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Prevent Duty Guidance July 2015
- Safeguarding vulnerable groups Act 2006
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils, November 2013 and Supplementary Information 2014
- Teacher Misconduct: the prohibition of teachers October 2015
- The Counter-Terrorism and Security Act 2015 (section 26)
- Data Protection Act 2018
- Sexual violence and sexual harassment between children in schools and colleges – 2018
- Valuing all God's children (2<sup>nd</sup> edition 2019): Church of England Education Office

In addition, Trust or Academy specific policies or guidance will interrelate with this policy such as: **Trust policies:** Disciplinary Procedure and Code of Conduct, Safer Recruitment Procedure, Whistleblowing, Anti-Bullying, Health & Safety, ICT Acceptable Use Policy, Academy Complaints Procedure, **Academy policies/procedures or curriculum requirements such as:** Behaviour Management, Staff Expectations, Attendance, PSHE/Well-being, Restraint/Physical Intervention, Sex and Relationships Education, Teacher Professional Standards, off-site or residential learning opportunities (educational visits), Prevent Policy, On-line Safety Policy, Looked After Children Policy and Lockdown Policy.

***This policy applies to all employees, volunteers and visitors, but specifically:***

- Permanent staff and staff under probation;
- Temporary agency workers, contractors and casual workers;
- Visitors to the site whether for lettings, events, training or conferences;
- Woodard Academies Trust Central staff;
- Central Government, Local Authority and peripatetic staff;
- Woodard Academies Trust, Trustees and Academy Councillors;
- Parents, volunteers and other community visitors.

## **2. Academy specific contact details**

<b>Specific responsibility</b>	<b>Name(s)</b>	<b>Contact details</b>
The Designated Senior Lead for Child Protection is:	Nick Leatherbarrow	nleatherbarrow@saa.woodard.co.uk 01622 752490
The Deputy Designated Senior Lead for Child Protection is/are:	Jeannie Sebell	jsebell@saa.woodard.co.uk 01622 752490
The E-Safety Officer is:	Nick Leatherbarrow / Jeannie Sebell	nleatherbarrow@saa.woodard.co.uk jsebell@saa.woodard.co.uk 01622 752490
The Academy Council Lead for safeguarding is:	Sue Long	office@saa.woodard.co.uk
The responsibility for the progress of Children Looked After lies with:	Nick Leatherbarrow/ deputy is Jeannie Sebell	nleatherbarrow@saa.woodard.co.uk jsebell@saa.woodard.co.uk 01622 752490
Local Safeguarding Children Board (LSCB) academy contact:	Kent Safeguarding Children Board	kscb@kent.gov.uk secure email: kscb@kent.gcsx.gov.uk 03000 421126
Prevent/Channel/Radicalisation Referrals:	Academy: Jeannie Sebell Kent Police	Academy: jsebell@saa.woodard.co.uk 01622 752490 Kent Police: channel@kent.pnn.police.uk 01622 777555
Safer School Partnership Officer:	This is a work in progress	
Mandatory Reporting of FGM:	Jeannie Sebell	jsebell@saa.woodard.co.uk 01622 752490
Reporting a child missing from education:	Margaret Davies (attendance officer)	mdavies@saa.woodard.co.uk 01622 752490
Reporting Child Sexual Exploitation:	Jeannie Sebell	jsebell@saa.woodard.co.uk 01622 752490
Social Services:	Please see Central Referral Unit below	

Multi agency partners (local authority, clinical commissioning group for the area within the LA and the chief officer of police for the police area in the LA)	KCC Central Referral Unit	03000 411111 Out of hours: 03000 419191 <a href="mailto:central.duty@kent.gov.uk">central.duty@kent.gov.uk</a>
Safer Recruitment Trained Staff	Yvonne Lambert	ylambert@saa.woodard.co.uk 01622 75490
NSPCC Whistleblowing helpline		0800 028 0285

### IMPORTANT NOTE:

Please note that the term Local Authority Designated Officer – LADO – has been changed by the DfE to ‘Designated Officer’ or ‘DO’. Within this document the terminology used is as follows:

<b>DSL</b>	Designated senior lead for child protection (within the academy/school) – lead duties can be delegated to appropriately trained deputies; however, the lead responsibility remains with the DSL
<b>DDSL</b>	Designated deputy senior lead for child protection (within the academy/school)
<b>ACL</b>	Academy Council lead for safeguarding
<b>DP</b>	Designated person – any other person responsible for child protection/safeguarding who is not a ‘Lead’ or a ‘Deputy’ (within the academy/school)
<b>DO</b>	Designated officer at the Local Authority (sometimes still referred to as LADO)
<b>KCSIE</b>	DfE document: ‘Keeping children safe in education 2020’ [See appendix 8]
<b>Safeguarding Team</b>	Any staff member who undertakes child protection and safeguarding duties as part of their role.

## 3. Policy aims and principles

### *Policy aims:*

We are all responsible for reporting concerns about a child's welfare. There are requirements to report such as the legal duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance ‘Keeping children safe in education – Statutory guidance for schools and colleges’ September 2020.

In addition, there are specific policies, guidelines and procedures in place in our academies for people who work with children which all staff are expected to follow without exception. Any departure from following these could involve staff or volunteers in disciplinary action. The aim of this policy is:

- To inform staff, parents, visitors and volunteers about the Trust’s responsibilities for safeguarding children.

- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **Policy principles:**

There are six main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our children in accordance with KCSIE;
- Raising student awareness of child protection issues and equipping children with the skills they need to keep them safe;
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively;
- Supporting vulnerable children and those in difficult circumstances, as well as supporting those pupils/students who have been abused in accordance with their agreed protection plans;
- Establishing a safe environment in which children can learn and thrive;
- Ensuring there is a clear procedure for reporting concerns about a member of staff or volunteer, including Academy Councillors.

We recognise that our staff and volunteers are well placed to observe the outward signs of abuse. We will therefore:

- Provide an opportunity for staff to contribute to and shape safeguarding arrangements and the child protection policy via consultation;
- Ensure that volunteers are briefed and trained on safeguarding;
- Establish and maintain an environment where our children feel safe and secure, and where they are encouraged to talk and are listened to seriously;
- Ensure that our children know that there are adults in the academy whom they can approach if they are worried or in difficulty or concerned about one of their peers;
- Include opportunities in the curriculum for children to develop the skills to recognise abuse and to stay safe, and also to include material to help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies, especially the Police and the Local Authority Children's Services. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing versus the risk of not sharing);
- Ensure staff have at least an annual update on safeguarding and child protection;
- Safeguarding staff will challenge and 'think the unthinkable' and maintain an attitude of 'it could happen here / to a child we know';
- Provide literature at reception for visitors and volunteers which includes the names and contact details of designated safeguarding leads.

**We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.**

## **4. Definitions and Children's Rights**

**'Safeguarding'** is "the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances

consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”

**Safeguarding** is not just about protecting children from deliberate harm. It also relates to aspects of academy life including:

- Children’s health and safety (see academy Positive Handling Policy);
- The use of reasonable force;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Educational visits;
- Intimate care – appropriate to the age of the child;
- Internet or on-line safety;
- Appropriate arrangements to ensure school security, taking into account the local context.

**Safeguarding** can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc.) and prejudice based bullying;
- Racist, homophobic or transphobic abuse;
- Extremist behaviour;
- Terrorism/Radicalisation;
- Child Sexual Exploitation;
- Sexting;
- Peer on Peer abuse;
- Substance misuse;
- Contextual Safeguarding which may be specific to a local area or population, for example gang activity and youth violence;
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage;
- Child Criminal Exploitation;
- Gang and Youth Violence;
- Serious Violence;
- Modern Slavery.

**‘Abuse’** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children. *More information about the categories of abuse and the signs or indicators are available in Appendix 2.*

**‘DSL’** refers to the person in the Academy who has lead responsibility for child protection and safeguarding children. All staff, via their child protection training, must be made aware of, and understand, the role of the DSL.

**‘Staff’** refers to all teaching and non-teaching staff, permanent and temporary, who have contact with children. It includes volunteers, student teachers and those on ITT programmes.

**‘Designated Persons’** (DP) are staff with the status and authority to be responsible for Safeguarding during school time. *Names, responsibilities and contact details are available in Section 2.*

**‘What is a child?’** - The UN Convention on the Rights of the Child defines a child as everyone under 18 unless, "under the law applicable to the child, majority is attained earlier". The UK has ratified this convention.

There are a number of different laws across the UK that specify age limits in different circumstances. These include child protection; age of consent; and age of criminal responsibility.

This policy covers those in education and training in the academic year following their 18<sup>th</sup> birthday and attending an academy for education, training or work experience are. See Guidance for safer working practice for those working with children and young people in education settings, October 2015.

**The definition of a ‘child’ in child protection guidance.** England, Wales, Northern Ireland and Scotland each have their own guidance for organisations to keep children safe. They all agree that a child is anyone who is under the age of 18.

**Vulnerable groups.** Some especially vulnerable children are entitled to services beyond the age of 18. Local authorities in England and Wales must keep in touch with care leavers until they are at least 21. They should also provide assistance with education, employment and training.

**Age of consent.** The age of consent (the legal age for sexual activity) in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved.

To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003.

The law also gives extra protection to children who are 16 to 17 years old. It is illegal to:

- Take, show or distribute indecent photographs
- Pay for or arrange sexual services
- For a person in a position of trust (for example, teachers) to engage in sexual activity with anyone under the age of 18.

**Age of criminal responsibility for children.** The age of criminal responsibility in England is 10 years old. Criminal responsibility is based on when a child is considered capable of committing a crime and old enough to stand trial and be convicted of a criminal offence.

**Children’s wishes.** Most guidance for services for children, like safeguarding and health care, emphasise how important it is to listen to the wishes of the child. However, authorities have a duty to act in the best interests of the child which may mean contradicting their wishes. Legislation in England asks that due consideration is given to the wishes and feelings of a child as far as reasonable before making decisions on what services to provide or action to take.

## 5. Governance

The Board of Trustees has identified a trustee with responsibility to monitor safeguarding and they have delegated certain functions to the Academy Council. The academy council, therefore, has responsibility to monitor that there are sufficient measures in place to safeguard the children in their establishment. WAT requires a nominated Academy Councillor for Safeguarding to be appointed.



In particular the academy council must ensure:

- Child protection and Safeguarding policy and procedures are in place, together with staff and pupil behaviour guidance (disciplinary code of conduct, positive handling (where used) and behaviour management);
- That they prioritise the welfare of children and young people and create a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- That they monitor the adequacy of resources committed to child protection and staff training;
- Recognise that neither the academy council, nor individual councillors have a role in pursuing or managing the processes associated with individual cases of child protection, nor a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff;
- Give consideration as to how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That safer recruitment procedures are in place;
- All staff and volunteers (including temporary and supply workers) undertake an induction;
- Appointment of a DSL (designated safeguarding lead) who is a senior member of the academy leadership team and takes the lead on safeguarding and child protection concerns;
- Relevant safeguarding children training for academy staff/volunteers is carried out and attended at least annually, with regular updates as necessary;
- That all staff read Part One of KCSIE 2020 and ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities;
- Particular emphasis should be placed on helping staff to identify children who would benefit from 'Early Help'. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years (detailed information on early help can be found in Chapter 1 of Working together to safeguard children);
- Ensure an up to date single central record of all staff and volunteers is in place;
- Ensure that the designated member of the academy council with responsibility for child protection and safeguarding undergoes updated child protection training every two years (provided by the DSL) and is updated on any new requirements as necessary;
- Safe management of allegations against staff;
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the academy council (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Principal;
- Safeguarding policies and procedures are reviewed annually by the Trust;
- The academy is aware of its duties re: PREVENT/Channel Panel referrals in conjunction with the police/LA, in particular that the academy community has "due regard to the need to prevent people from being drawn into terrorism";
- The academy is aware of its duties regarding FGM and mandatory reporting;
- And that procedures are followed for Children Missing from Education.

The nominated academy councillor for child protection and safeguarding should agree with the council how these responsibilities should be monitored and reported.

## 6. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

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.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The academy will support all children by:

- Encouraging self-esteem and self-assertiveness, through 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 Social Care and/or the Police (as appropriate) as soon as there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the academy by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the academy medical records are forwarded as a matter of priority.

## **7. What all staff and volunteers must do**

It is the responsibility of everyone in the Trust community to be vigilant about safeguarding and child protection and therefore we recommend that all staff and volunteers familiarise themselves with this policy document and in particular ensure they have an awareness of the following:

- How to recognise concerns and dealing with a disclosure from a child;
- Bullying, including cyberbullying;
- Attendance and children missing from education;
- Preventing Radicalisation;
- Peer on Peer sexual abuse;
- Substance misuse;
- Contextual safeguarding which may be specific to a local area or population, for example gang activity and youth violence;
- FGM and the mandatory reporting requirements;
- Child Sexual Exploitation
- Categories of abuse and indicators [*See Appendix 2*]

Newly appointed staff and new volunteers must receive safeguarding training provided by the academy. In addition, all staff should have safeguarding refresher training annually. All staff and Academy Councillors are required to complete the Educare modules on Safeguarding and Prevent as a minimum. Other modules may also be undertaken or stipulated by the individual academy.

All staff and volunteers should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and Children's Social Care.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (As stated before, detailed information on early help can be found in Chapter 1 of Working together to safeguard children).

Staff should also have regard to the document called “Guidance for safer working practice for those working with children and young people in education settings October 2015” (Safer Recruitment Consortium). This document is available on the academy intranet and offers excellent advice to staff about managing difficult situations with children and young people such as:

- Making professional judgements;
- Dress and appearance;
- Gifts, rewards, favouritism and exclusion;
- Infatuations and ‘crushes’;
- Social contact outside of the workplace;
- Physical contact;
- First Aid and medication;
- One to one situations etc.

In addition, staff should make themselves aware of any Woodard Academies Trust or academy specific policies as listed section 1.

## 8. Relationships and support for children

The Academy believes that children have the right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. Children have the right to expect adults in positions of responsibility to do everything possible to foster these rights.

Staff need to be vigilant and look out for signs of any child in distress and be confident about applying the processes to avert and alleviate such problems. Anyone who is unsure about what to do should refer to **section 16: Identifying concerns and dealing with a disclosure**. Always be aware of the needs of children, and be vigilant for any possible signs of abuse.

In particular:

- Be alert to all forms of child distress and encourage them to talk about concerns, without promising confidentiality;
- Refer any concerns to the DSL, DDSL or a senior manager;
- Refer children who are self-harming to the respective pastoral staff who will notify parents/carers. Also ensure the DSL is advised;
- Be assertive in dealing with children but never aggressive;
- Be sensitive to children’s feelings and be aware that some are vulnerable and may need your support;
- Do not spend time alone with children, especially away from others, unless there is a justified need for privacy/confidentiality. Meetings with individual children should take place as openly as possible. If privacy is needed, the door should be left partly open where appropriate and other staff be present or informed of the meeting;

- Understand that physical contact should usually only be made to restrain youngsters in danger of hurting either themselves or someone else; use professional judgement when making physical contact with a distressed child for example;
- Do not take children alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route and will have checked insurance liability;
- Do not contact or meet with children outside organised activities, unless it is with the knowledge and consent of parents and someone in charge of the activity;
- Do not give children your personal phone number or contact them/befriend them via social media.

## 9. Supporting children with Special Educational Needs and Disabilities (SEND)

The advice in section 8 applies to all children, including those with special educational needs and disabilities. It should be recognised also, that children who have special educational needs and disabilities may be more vulnerable to abuse. It is important to pay attention to the child protection and safeguarding needs of children with SEND. For example, the special educational need may mean that it is more difficult for the children to communicate a concern. Or children with physical disabilities and need of intimate care may be more vulnerable to inappropriate touching or treatment from an adult providing their care. They may also be more vulnerable to bullying and peer on peer abuse.

Children with SEN and disabilities can face additional safeguarding challenges and therefore staff should be aware of the following:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Further guidance can be obtained as follows:

- DfE: SEND Code of Practice  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- NSPCC: 'We have the right to be safe' – protecting disabled children from abuse
- <https://www.nspcc.org.uk/globalassets/documents/research-reports/right-safe-disabled-children-abuse-report.pdf>

## 10. Supporting staff or volunteers

We recognise that staff and volunteers working in the Trust 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.

We will support such staff or volunteers by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

In circumstances where allegations have been made against a staff member, please refer to *Appendix 5, section 'Supporting those involved'*.

## 11. Serious Case Reviews

Research and Serious Case Reviews have repeatedly shown the dangers of professionals failing to take effective action. Poor practice includes:

- *Failing to act on and refer the early signs of abuse and neglect;*
- *Poor record keeping;*
- *Failing to listen to the views of the child;*
- *Failing to re-assess concerns when situations do not improve;*
- *Sharing information too slowly;*
- *A lack of challenge to those who appear not to be taking action;*
- *Failing to follow policies, protocols, procedures and guidance in relation to working with children;*
- *Failing to share information at all.*

See KCSIE 2020. See also Working Together (page 16, sec 23; chapter 4, pages 75-80).

Lessons from serious case reviews indicate therefore that when key information is not shared it can increase the risk of lack of oversight or a coordinated response which can ultimately contribute to the risk of serious harm, injury or even death.

Generally it is not children formally at risk that are killed or seriously harmed and therefore professionals need to look beyond child protection cases when considering potential harm.

Research has also demonstrated significant concerns about the quality of records in schools and educational establishments and also a failure of establishments to pass on information when children and young people have left.

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.

The DSL will decide whether the concerns should be referred to the DO and/or Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the Academy has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

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

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

## 12. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Principal or DSL/DPs will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the DO on this point.

## 13. Safer Recruitment and practice

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re: checks on staff and volunteers (including Enhanced, without Barred List checks, on academy councillors);
- Requiring a standardised application form. CVs are not acceptable;
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children;
- All interview panels will have at least one person who is trained in 'Safer Recruitment' methods and who can pose relevant safeguarding questions. The name of the person with safer recruitment training will be logged on interview notes and in the appointees file
- Validating as far as possible qualifications, experience and expertise;
- Proactively verifying internal as well as external references and testimonials as far as possible;
- Verifying identity, preferably from current photographic ID and proof of address (this includes Academy Councillors);
- Verifying the right to work in the UK;
- Undertaking Prohibition checks for everyone in 'teaching work', not just those with QTS;
- Undertaking a check of the Teacher Regulation Authority System for any restrictions imposed by countries in the European Economic Area (EEA);
- Agency workers presenting at the academy need to be checked to ensure they are the same person for whom the agency has provided checks;
- For staff employed through an external agency: ensuring that there is written confirmation to say that the external agency has taken responsibility for safer recruitment checks on the member of staff
- Ensuring that Section 128 checks are carried out on all those with management responsibility to ensure they are not prohibited under section 128 provisions;
- Examining all career breaks, sudden job changes and/or dismissals;
- Maintaining a single, central record/register of all staff;
- Giving staff an opportunity to disclose if they are associated with someone who have been convicted of child abuse (but not ask this question directly)
- The Trust will follow the recommendations in regard to trainee teachers and contractors as set out in Keeping Children Safe in Education (September 2020);
- Contractors operating in student circulation areas will be supervised;

- See also 'Safer Recruitment procedure'.

## 15. Allegations of abuse against staff or volunteers

Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in the Trust's safeguarding regime. Appropriate whistleblowing procedures and staff behaviour/standards or code of conduct policies, should be in place for such concerns to be raised with the Academy or Trust's senior management team or DSL.

Where an allegation has been made about a staff member or volunteer that indicates they may have:

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

*Then the guidance in Appendix 5 must be followed.*

## 16. Identifying concerns and dealing with a disclosure

Staff and volunteers must familiarise themselves with the information in *Appendix 2* which outlines what behaviours or indicators to look for when determining whether there is a concern that needs reporting.

If a child chooses to tell a member of staff about alleged abuse, i.e. makes a disclosure, there are a number of actions that staff must undertake to support the child:

- The key facts should be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said;
- Listen to what is being said without displaying shock or disbelief;
- Reassure the child and let them know that they were right to inform you;
- Acknowledge how hard it was for the child to tell you;
- Accept what is being said;
- Allow the child to talk freely;
- Do not criticise the perpetrator, the child might have a relationship with them;
- No promises should be made to the child, for example to keep secrets;
- Stay calm and actively listen with the utmost care to what the child is saying;
- Question normally without pressurising and only using open questions such as "is there anything else you want to tell me?"
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive
- Be careful not to burden the child with guilt by asking questions like "why didn't you tell me before?" Instead you could ask "have you spoken to anyone else about this?"
- Staff should not put words in the child's mouth but note the main points carefully;
- Make some brief notes at the time or immediately afterwards;

- As soon as possible a more detailed record should then be put together by the staff member [see Appendix 3] It must be signed and dated, including the time the conversation with the child took place, include an outline of what was said with any comment on the child's body language, etc;
- It is not appropriate for staff to make children write statements about abuse that may have happened to them;
- Inform the child what has to be done next and who has to be told (the DSL as part of agreed procedure);
- Avoid making promises such as "I'll stay with you" or "it'll be ok";
- The DSL must be immediately informed, unless the disclosure has been made to them.
- Use the On-line referral system in place at the academy (CPOMS or such other system as is used locally);
- The DSL and/or Safeguarding and Child Protection team will engage with the relevant agencies and parents if doing so will not put the child at further risk.

For further information see [Records, monitoring and template record sheets in Appendix 3](#).

## 17. Child sexual exploitation (CSE).

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation 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 without immediate payment or gain. 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.

Staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse; therefore staff must be vigilant for the less obvious signs: seeming to have extra money to spend, moving away from established friendship groups, lots of new electronic equipment, appearance of dress, emotional state and use of sexualised language. Linking with known CSE males/ females.

CSE is a key element of topical concerns therefore the member of staff must refer the matter to the DSL/Child Protection team immediately. Once this is done the CP team will be in contact with relevant partner agencies as necessary. Contact with parents should be made, unless doing so would put the child at further risk.

## 18. Child Criminal Exploitation

**Child Criminal Exploitation** is common within county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child. The victim may have been criminally exploited even if the activity appears consensual.



Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft.

### **What is county lines exploitation?**

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

### **The UK Government defines county lines as:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children *and vulnerable adults* to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, *young people and vulnerable adults and local communities*.

Gangs are known to target vulnerable children; Adverse childhood experiences (ACE’s) heighten a child’s vulnerability such as:

- having prior experience of neglect, physical and /or sexual abuse;
- lack of a safe /stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other people involved in gangs;
- having a physical or learning disability;
- having mental health or substance misuse issues;
- being in care (particularly those in residential care and those with interrupted care histories);
- being excluded from mainstream education and attending a Pupil Referral Unit.

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

A child’s involvement in county lines activity often leaves signs. A child may exhibit some of the signs below. Some potential indicators of county lines involvement and Criminal Exploitation are listed below, with those at the top of particular concern:

- child seems to withdraw from family life;
- sudden loss of interest in school or change in behaviour. Decline in attendance or academic achievement (although it should be noted that some children will maintain a good attendance record to avoid coming to notice);
- being emotionally 'switched off', but also containing frustration / rage;
- starting to use new or unknown slang words;
- holding unexplained money or possessions;
- staying out unusually late without reason, or breaking parental rules consistently
- sudden change in appearance – dressing in a particular style or 'uniform' like that of other children they hang around with, including a particular colour
- dropping out of positive activities;

- new nickname;
- unexplained physical injuries, and / or refusal to seek / receive medical treatment for injuries;
- graffiti style 'tags' on possessions, school books, walls;
- constantly talking about another person who seems to have a lot of influence over them
- breaking off with old friends and hanging around with one group of people;
- associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members;
- starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs;
- going missing and being found many miles from home with no explanation;
- expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- being scared when entering certain areas;
- concerned by the presence of unknown youths in their neighbourhoods.

## 19. Gangs and Youth Violence

What is a gang? A gang, according to the Collins English Dictionary 2015, is a group of people who associate together or act as an organised body. In the context of gangs and youth violence, a gang is likely to be a relatively durable, predominantly street-based group of people who see themselves (and are seen by the others) as a discernible group who engage in criminal activity and violence, lay claim over territory, have some form of identifying structural feature and who are in conflict with other, similar gangs.

Social economic conditions worsening among some of the most deprived communities increases the appeal to criminal lifestyle choices among children. Children may be attracted to gangs for the following reasons:

- protection;
- support;
- financial gain;
- sense of belonging;
- reputation;
- they are groomed/ recruited;
- peer pressure;
- to gain status and respect;
- territory;
- for excitement;
- for money from crime;
- to escape negative situations at home such as neglect or abuse;
- some children may not even see themselves as being part of a gang.

Children are more likely to be at risk of gangs and criminal violence where:

- there is a history of victimisation / being bullied;
- there is normalisation of violence;
- they are subject to or engage in sexually inappropriate behaviour;
- a risk of sexual exploitation;
- self-harm or neglect;
- they are exposed to violent behaviour and family conflict;
- where they are not in further education or are (NEET);
- they go missing from home / stays out late;

- are stopped by Police in company of known gang members;
- stopped by Police in high risk locations;
- found to be in possession of unexplainable money / goods;
- engage in risk taking behaviour;
- family members involved in criminal behaviour / activity;
- there is parent mental health or substance / alcohol abuse;
- the child sits outside the control of the parental / carer control.

The signs of involvement in gang and youth violence are similar in many respects to those identified for Child Criminal Exploitation (see above) plus, the following;

- Using terms such as 'family', 'my fam', 'breddrin', 'crews', 'cus', 'my boys', 'the people I grew up with;'
- started to use new or unknown slang words;
- holds unexplained money or possessions or cannot explain where large sums of money have gone (financial exploitation);
- stays out unusually late without reason;
- sudden change in appearance, for example, dressing in a particular style or 'uniform' like that of other young people they hang around with, including a particular colour;
- dropped out of positive activities;
- new nickname;/ Unexplained physical injuries;
- constantly talking about another young person or adult who seems to have a lot of influence over them;
- broken off with old friends and hangs around with one group of people; Increased use of social networking sites;
- started adopting certain codes of group behaviour e.g. ways of talking and hand signs;
- expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- signs of sexual exploitation e.g. pregnancy, abortion (perhaps forced), sexually transmitted infections and injuries.
- signs of psychological effects of exploitation – depression and suicide attempts for example.

It is important to recognise that girls as well as boys can become involved in gang and youth violence. Girls who are gang members, or who are in some way related to a gang member (friend, cousin etc) can be at risk of emotional, physical and sexual violence.

They may not realise that what they are being pressured, or choose, to do is wrong, or may feel helpless and scared of what might happen to them if they seek help.

Watch out for the signs listed above. Girls related to, or in, gangs may also suddenly start shoplifting or be missing from home for long periods without explanation. Look for physical injuries (which may indicate violence from others and/or self-harming), particularly if they refuse to seek medical help for such injuries. They may also become fearful, withdrawn and/or prone to unexplained outbursts of anger.

### **What to do:**

Where there is a concern that a child may be caught up in gang and youth violence, concerns should be raised the Safeguarding/Child Protection team using the online reporting system. The Safeguarding/ Child Protection Team will make appropriate referrals to the relevant local agencies listed below:

**Action:** Academies please list relevant agencies

## 20. Serious Violence

Staff should be aware of indicators, which may signal that children are at risk from, or involved with serious violence crime. This may be part of gangs and youth violence or criminal exploitation. Staff should be aware of indicators which may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## 21. Online Safety

A broad definition of an on-line incident: 'All fixed and mobile technologies, including all types of social media, that children may encounter, now and in the future, which allows them access to content and communications that could raise issues or pose risks to their wellbeing and safety'.

Please also refer to the ICT Acceptable Use Policy.

- Incidents of an on-line safety breach will be monitored daily by internal IT Teams and referred to senior leaders using on-line monitoring system, such as 'e-safe smoothwall';
- Where there is a data breach the matter will be referred to the Trust's Data Protection Officer;
- The concerns should be communicated with parents of both the victim and perpetrator, where appropriate to do so;
- Concerns must be passed onto the relevant agencies where appropriate.

*[See appendix 9 On-line safety]*

## 22. 'Honour based' violence

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

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

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focuses on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. Further information also follows in sections 18 and 19.

If staff have a concern regarding a child that might be at risk of HBV they should speak to the DSL who will use existing national and local protocols for multiagency liaison with police and children's social care.

## 23. Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or Sunna.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.

FGM has been a criminal offence in the UK since 1985. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is legal. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 will place a statutory duty upon **teachers to personally report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

A girl or woman who's had FGM may:

- Have difficulty walking, sitting or standing;
- Spend longer than normal in the bathroom or toilet;
- Have unusual behaviour after an absence from the academy;
- Be particularly reluctant to undergo normal medical examinations;
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

If staff have a concern they should immediately speak with the DSL, as well as liaising with the police, who will use existing local and national protocols for multi-agency liaison with police and children's social care.

**Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.**

From July 2015 anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment.

FGM is a national concern and one that many areas will start to encounter more often as the regions become more culturally diverse. Contact with parents/ family should be limited until we have a clear picture of the situation and advice has been sought. Attendance for the pupils/students, has to be monitored for those known to originate from well-known FGM areas.

## **24. Forced Marriage**

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse.

- These young women may also become victims of what is termed “honour-based violence”;
- Concerns around forced marriage should be referred to a member of the CP team, at which time the student should be spoken with;
- The police should also be contacted;
- Parents do not need to be informed and social services should likewise be contacted in line with the safeguarding of the student;
- The student should be informed that no contact will be made with parents.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

## 25. Preventing Radicalisation

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015) to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent duty**.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Radicalisation is an issue for all areas of the country and one for which we must closely monitor our pupils/students and relay information onto the appropriate agencies such as:

- Police
- Prevent “Channel Panel”
- Safer School Partnership Officers.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views (see indicators below). School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

### *Definitions and indicators*

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. **Extremism** is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviours of concern. Effective engagement with parents / the family is important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise non-urgent concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

### *Procedures for referrals*

- It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and where our pupils/students come from;
- Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels;
- We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups;
- We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices;
- Any concerns should be referred to the DSL or member of the child protection team immediately;
- The DSL and safeguarding team will deal swiftly with any referrals made by staff or with concerns reported by staff;
- The Principal, DSL and Senior Leadership team will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

The DfE has published advice for schools on the Prevent duty:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched educate against hate: <http://educateagainsthate.com/>

This website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

Academy staff should understand when it is appropriate to make a referral to the Channel programme. The Home Office provide the following e-learning programmes for staff.

- <http://www.elearning.prevent.homeoffice.gov.uk>
- <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>
- <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area.

Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels (this includes academies).

### **Managing prayer and faith facilities**

Academies should set clear procedures on the use of chapels or prayer rooms and other faith-related activities. They should cover arrangements for managing the facilities and any issues that arise, including how access is managed after hours.

*[See appendix 6]*

## **26. Fundamental British Values and building children's resilience to radicalisation**

All schools and academies now have a duty to 'actively promote' the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**. These duties are designed to *"tighten up the*



*standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”.*

As part of a section 5 inspection, Ofsted inspectors must consider children’s spiritual, moral, social and cultural (SMSC) development when forming a judgement of the school.

The principles of these duties should:

- ✓ Enable children to develop their self-knowledge, self-esteem and self-confidence;
- ✓ Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- ✓ Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- ✓ Enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- ✓ Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- ✓ Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- ✓ Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Academies can build children’s resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Examples of actions that an academy can take include:

- Include in suitable parts of the curriculum, as appropriate for the age of children’s, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries;
- Ensure that all children within the academy/school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide children with the opportunity to learn how to argue and defend points of view;
- Use teaching resources from a wide variety of sources to help pupils/students understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils in promoting fundamental British values.

*(See Improving the spiritual, moral, social and cultural (SMSC) development of pupils, DfE November 2013 and improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information, DfE 2014).*

## **27. Bullying and children who physically or mentally harm other children**

Pastoral teams are to keep accurate information regarding bullying incidents against children / staff.

The Equality Act 2010 requires all Academies to have due regard of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it ;
- Foster good relations between people who share a protected characteristic and people who do not share it.

### *Definition of bullying*

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. It can take the form of physical or verbal harassment and involves an imbalance of power (a group of children can gang up on a victim or someone who is physically bigger or more aggressive can intimidate someone else, for instance).

Bullying behaviour can include name-calling, teasing, insulting someone (particularly about their weight or height, race, sexual orientation, religion or other personal traits), pushing, hitting, or excluding someone. Relationships between children can and do break down from time to time. To minimise the number of times these differences lead to bullying requires each individual to respect others.

Bullying can be by a single person or by a group (or gang). "Bullying" usually, but not exclusively, has three common elements:

- It is deliberately hurtful
- It is repeated, often over a long period of time
- It is difficult for those being bullied to defend themselves.

The damage inflicted by bullying is often underestimated and can cause considerable distress to children to the extent that it affects their health and development. In the extreme it can cause significant harm, including self-harm.

### *Safeguarding of children who have been bullied*

- If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm because of bullying, the academy will consult and refer such instances immediately to a senior member of the pastoral staff
- Even when safeguarding is not an issue, the academy staff may consult and work with external agencies to support pupils/students who are being bullied, or involved in bullying behaviour
- The academy will take seriously any complaints of bullying and will deal with these complaints in line with the local academy behaviour policy
- **Any incident where a child has been the subject of an assault, theft or harassment must be reported to the police at the earliest opportunity via the DSL**
- **When there is suspicion or an allegation of a child having been sexually abused or being likely to sexually abuse another child, it should be referred immediately to Children's Social Care or the Police via the DSL and under local procedures.**

### *Cyber-bullying – Guidance*

The academy has a duty of care to all children and staff to ensure they are safe to work, learn and develop unimpeded by fear. Where bullying is found to have taken place by any means, whether on-site or off-site, including cyber-bullying, or sexting, robust action shall be taken to protect the wellbeing of children and staff (see also the IT Acceptable Use Policy).

In all our communications, whether written, spoken, texted, emailed or published on websites, we must treat other people with respect. Even if we disagree with another person, fall out with them, or become angry with them, we should state our case clearly and respectfully.

- If you feel you are being bullied by email, text or online, do talk to someone you trust
- Never send any bullying or threatening message;
- Serious bullying should be reported to a member of staff; in some cases the academy will inform the police - for example, threats of a physical or sexual nature (via sexting for example);
- Keep and save any bullying emails, text messages or images;
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender;
- **Don't** reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the 'bully' know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them;
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender;
- **Don't** ever give out passwords to your mobile or email account;
- The academy will monitor internet use (see IT Policy for further information);
- **Remember** that sending abusive or threatening messages is against the law.

*[See appendix 9 On-line safety]*

## 28. Peer on Peer Abuse

Instances of peer on peer abuse have unfortunately increased in recent years. This term refers specifically to child-on-child sexual violence and sexual harassment. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. It is crucial that all staff involved in dealing with such accusations remain calm and considered so that an appropriate response to any reports may be actioned.

Peer on peer abuse, is most likely to include, but may not be limited to:

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

Note: Up-skirting is a criminal offence.

Woodard Academies Trust acknowledges the contents of ‘[Sexual violence and sexual harassment between children in schools and colleges – 2018](#)’ and utilises the definitions of sexual violence and sexual harassment to inform their procedures.

Any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

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

Each academy must also address the issue of peer on peer abuse in their local policies against bullying. *Specific guidance on the management of and reporting of Peer on Peer Abuse cases can be found in Appendix 10.*

## **29. Attendance and children missing from education**

A child running away or going missing from education or home is a potential indicator of abuse or neglect. All staff should follow the academy’s procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, travelling to conflict zones, FGM and forced marriage and to help prevent the risks of their going missing in future. This section must be read in conjunction with the academy Attendance Policy.

To assist in the tracking of all children, academies are advised to ‘where reasonably possible’ hold more than one emergency contact number for the children on their roll.

The Trust has a duty of care for all of its children and has a responsibility to accurately monitor and record attendance for all of its children, those children with a medical timetable or those who engage with alternative provision. For children whose parents have opted for home tuition, contact should be made with home to clarify this and contact made with the local authority’s Education Welfare Service who should carry out a home visit.

Academies must place children on the admission register at the beginning of the first day on which the school/academy has agreed, or been notified, that the child will attend the school/academy. If a child fails to attend on the agreed or notified date, the school/academy should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

Where a parent notifies an academy/school that a child will live at another address, all academies are required to record in the admission register:

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

Where a parent of a child notifies the academy that the child is registered at another academy/school or will be attending a different academy/school in future, academies must record in the admission register:

- the name of the new school; and

- the date on which the child first attended or is due to start attending that school.

All academies must inform the local authority of any child who fails to attend school regularly, or has been absent without the permission of the academy for a continuous period of 10 school days or more, at such intervals as are agreed between the academy and the local authority.

**All academies must inform their local authority of any child who is going to be deleted from the admission register where they:**

- Have been taken out of the academy by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend the academy and no longer live within reasonable distance of the academy/school at which they are registered;
- Have been certified by a medical officer as unlikely to be in a fit state of health to attend the academy before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the academy at the end of that period;
- Have been permanently excluded.

A child's name can only be deleted from the admission register if the school/academy and the local authority have failed to establish the child's whereabouts after jointly making reasonable enquiries.

Reasonable enquiries may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

Where an academy/school notifies a local authority that a child's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the child;
- the full name and address of any parent with whom the child lives;
- at least one telephone number of the parent with whom the child lives;
- the full name and address of the parent with whom the child is going to live, and the date the child is expected to start living there, if applicable;
- the name of the child's destination school and the child's expected start date there, if applicable; and
- the ground in regulation 8 under which the child's name is to be deleted from the admission register.

**It is essential that academies/schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The DfE provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a child ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school.

Academies (including free schools) are also strongly encouraged to send CTFs when a child leaves to attend another school.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of children who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a child arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

#### ***Children in mainstream/modified timetables:***

- Modified timetables for medical reasons or school refusal to integrate back in. Regular reviews must take place.
- Daily monitoring of attendance and parents/ carers to be contacted via text facility;
- Children to be spoken with upon their return to education following an absence of a day or more;
- Parents/ carers to be contacted via phone/ letter for children missing more than 2 days from education;
- Parents/ carers to be contacted via letter if their child's attendance falls below [ ]% (first letter), [ ]% (second letter), [ ]% (third letter);
- Attendance meetings to be set for children dropping below [ ]%;
- Referrals (where appropriate) to be made to the Education Welfare Service at the local authority if attendance drops below [ ]%.

**Note: The specific percentages to be inserted by each academy.**

#### ***Children accessing Alternative provision:***

- Children to be monitored by key staff and referrals to be placed into Education Welfare service when attendance drops below 80%;
- Children who are 'children in care', social workers and virtual school must be contacted before placements are discussed;
- Children with social services involvement should have contact with social workers well in advance of any commencement date.

## **30. Modern Slavery and human trafficking**

### **Modern Slavery and human trafficking**

"Child trafficking. Trafficking involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion. When children are trafficked, no violence, deception or coercion needs to be involved, trafficking is merely the act of transporting or harbouring them for exploitative work. When away from their families, they are at the mercy of their employers" **Anti Slavery.org** <https://www.antislavery.org/>

Woodard Academies Trust has a Modern Slavery Statement published on its website and academy websites. This section in the Child Protection and Safeguarding Policy addresses issues around child slavery and trafficking.

**The Modern Slavery Act 2015** makes the prosecution of traffickers easier by consolidating the existing slavery offences, it has increased sentences for slavery offences, bans the prosecution of victims of slavery for crimes they were forced to commit by their traffickers, such as drug production or petty thefts and introduced 'child trafficking advocates' to better protect trafficked children. It requires UK businesses to publicly report on how they tackled slavery in their global

supply changes and established an independent Anti-Slavery Commissioner to overlook the UK's policies to tackle slavery.

### **Children are trafficked for:**

- child sexual exploitation;
- criminal activity, including: cannabis cultivation, street crime, such as pick pocketing, begging and bag theft, county lines, benefit fraud, immigration fraud and forced marriage.
- domestic servitude, including: cleaning, childcare, cooking;
- forced labour, including working in: restaurants, nail bars, factories, agriculture;
- illegal adoption;
- unreported private fostering arrangements (for any exploitative purpose).

### **The following signs are indicators that a child may be a modern slave or trafficked.**

- They appear to be under the control of someone else and reluctant to interact with others
- they do not have personal identification;
- they have few personal belongings, wear the same clothes every day or wear unsuitable clothes for school;
- they may not be able to move around freely;
- they may be reluctant to talk to strangers or the authorities;
- they appear frightened, withdrawn, or show signs of physical or psychological abuse;
- they are dropped off and collected for school always in the same way, especially at unusual times, i.e. very early or late.

### **What to do if you have a concern:**

If you suspect that a child is subject to modern slavery or trafficking DO NOT confront them or cause a scene as this will likely lead to increased harm for them.

Refer the matter to the Safeguarding/Child Protection team using the Online system. The Safeguarding/Child Protection team will make appropriate referrals.

### **The following are possible points for referral:**

- ✓ Modern Slavery Helpline on 08000 121 700
- ✓ The Gangmasters and Labour Abuse Authority to report concerns about the mistreatment of workers on 0800 432 0804, or by email [intelligence@glaa.gsi.gov.uk](mailto:intelligence@glaa.gsi.gov.uk)
- ✓ The Police
- ✓ Contact Crimestoppers on 0800 555 111
- ✓ The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking and ensuring they receive the appropriate protection and support. <https://www.ecpat.org.uk/national-referral-mechanism>

## **31. Other safeguarding concerns**

In addition to the concerns raised under sections 15 to 26, staff should also be alert to other safeguarding issues which may be determined by their context. These may include:

- Children missing from home or care;
- Domestic violence;
- Drugs;

- Fabricated or induced illness;
- Faith abuse;
- Gender-based violence/violence against women and girls (VAWG);
- Hate;
- Mental health;
- Missing children and adults strategy;
- Private fostering;
- Sexting;
- Teenage relationship abuse;
- Self-harm.

Broad government guidance with web links on the issues above can be found in 'Keeping Children Safe in Education 2020'.

Where staff have reason to believe that a child may be subject to abuse or suffering from distress in relation to any of these issues, then they should immediately speak with the DSL, who will in turn, speak with the DO, Children's Social Services or the Police as appropriate.

## 32. Disqualification of staff

Supplementary advice issued by DFE and amended in July 2018, requires that schools must not employ staff who have been disqualified from childcare. Childcare means working with children in EYFS and in Breakfast or After School Clubs attended by children up to the age of 8 years. Staff who are disqualified may apply to Ofsted for a waiver. In such circumstances the staff member can be deployed in any part of the school which does not involve childcare.

The Trust will also require volunteers, supply/agency staff, self-employed people and staff of other schools who work with children under age 8 in the ways described above, to be subject to such checks.

The grounds for disqualification include, in summary:

- Being on the DBS Children's Barred List;
- Being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- Being the subject of certain orders relating to the care of children ;
- Refusal or cancellation of registration relating to childcare or children's homes.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

All staff are required to inform the Principal without delay if they believe they may be disqualified at any subsequent point following appointment.

### *Who is not covered?*

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are normally not covered by the legislation. We will exercise our judgment about when and whether any such staff are in scope. Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists are not covered by the



legislation. Governors, Academy Councillors and proprietors are not covered by the legislation, unless they directly manage, work or volunteer in a relevant setting/position.

### **Identifying those staff who may be disqualified from childcare**

Disqualification can apply to those staff (and volunteers) who are employed to directly provide childcare, those staff (and volunteers) directly concerned in the management of childcare and those staff (and volunteers) that work in Breakfast or After school clubs attended by children up to the age of 8 years.

The childcare disqualification requirements do not extend to academy staff who undertake “transitional” visits to primary schools, other settings or homes. In this capacity, academy staff are “visitors” and the children are supervised by the staff from the school or setting or in the case of the home visit, the parent, guardian or carer.

## **33. Information sharing**

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. 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 must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

If information is to be shared, it should be done in conjunction with the guidance and ‘seven golden rules’ set out in the government’s “Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers” March 2015.

**This policy is reviewed annually.**

Adopted by Board of Trustees	22 July 2020
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