



Safeguarding and Child Protection Policy September 2018

Hillsview Academy

One AET. Safer lives, greater learning.

Further advice and guidance relating to this policy can be obtained from Rowena Simmons, Trust Designated Safeguarding Lead: rsimmons@academiesenterprisetrust.org

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Appendices: These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018

- Appendix 1:** [Definitions for types of abuse](#)
Appendix 2: [Specific safeguarding issues](#)
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1. Our commitment

- 1.1. *Hillsview Academy* is part of Academies Enterprise Trust and as such, is committed to working as one AET and ensuring safer lives and greater learning. Individual academy expectations are outlined in our [Trust safeguarding statement](#) to ensure that the welfare of each individual child is paramount. *Hillsview Academy* will deliver this by:
- 1.1.1. Ensuring that appropriate action is taken in a timely manner to safeguard and promote children's welfare
 - 1.1.2. Ensuring that all staff are aware of their statutory responsibilities with respect to safeguarding
 - 1.1.3. Ensuring that staff are properly trained in recognising and reporting safeguarding issues.

2. Our Safeguarding leaders

- 2.1. Our designated safeguarding lead (DSL) is Mark Robinson.
- 2.2. The following colleagues also act as deputy DSLs: Claire Murphy. In addition, Gemma Simon (Principal), Joy Wilson, Glenn Hughes and Phil Wilkinson (Student Managers) have completed Level 3 Safeguarding training.
- 2.3. The governor with responsibility for safeguarding is: Robert Turner.
- 2.4. The academy DSL and deputies will also liaise with the central services safeguarding team shown below:
- 2.5. The Designated Safeguarding Lead (DSL) for our trust is Rowena Simmons rsimmons@academiesenterprisetrust.org
- 2.6. The deputy DSL for our trust is Jill Fuller, Employee Relations Manager: jfuller@academiesenterprisetrust.org

- 2.7. The nominated Executive Board lead for safeguarding for our trust is Frances Soul, National Director of Education: fsoul@academiesenterprisetrust.org

3. Legislation and statutory guidance

- 3.1. We fully recognise our responsibility under Working Together 2018, Keeping Children Safe in Education 2018 [section 157 of the Education Act 2002](#) and [The Governance Handbook](#) to have arrangements in place to safeguard and promote the welfare of children. This policy has been drawn up on the basis of law and guidance that seeks to protect children including:
- 3.2. This policy has been drawn up to comply with statutory and legislative requirements and guidance that seeks to protect children including:
- 3.2.1. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017
 - 3.2.2. Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children
 - 3.2.3. Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015.
 - 3.2.4. The Equality Act 2010 and the Special educational needs and disability (SEND) code of practice: HM Government 2014
 - 3.2.5. The Data Protection Act 2018 and General Data Information Protection Regulations
 - 3.2.6. We will follow the relevant Local Safeguarding Children Board (LSCB) procedures - [Redcar & Cleveland Local Safeguarding Children Board](#).

4. Definitions

4.1. Safeguarding and promoting the welfare of children means:

- 4.1.1. Protecting children from maltreatment
 - 4.1.2. Preventing impairment of children's health or development
 - 4.1.3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 4.2. **Child protection** is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.
- 4.3. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. See Appendix 1 for the different types of abuse.
- 4.4. **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
- 4.5. **Children** includes everyone under the age of 18.
- 4.6. **Children in need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Where appropriate we will work with the relevant local LSCB Local Safeguarding Children Board Procedures. A copy of these procedures can be found on the [Redcar and Cleveland LSCB website](#).

5. Equality statement

- 5.1.** Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising it or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. All staff are particularly alert to the potential need for early help for a child who:
- 5.1.1. Is disabled and has specific additional needs. See further details in [Appendix 2: Specific safeguarding issues](#)
 - 5.1.2. Has special educational needs (whether or not they have a statutory education, health and care plan). These children may be more prone to peer group isolation than other children and therefore additional pastoral support is provided.
 - 5.1.3. Is a young carer
 - 5.1.4. Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
 - 5.1.5. Is at risk of modern slavery, trafficking or exploitation
 - 5.1.6. May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - 5.1.7. Have English as an additional language
 - 5.1.8. Is frequently missing/goes missing from care or home
 - 5.1.9. Is misusing drugs or alcohol
 - 5.1.10. Is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence
 - 5.1.11. Is at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - 5.1.12. Is an asylum seeker
 - 5.1.13. Is a looked after child or has as returned home to their family from care (a 'care leaver')
 - 5.1.14. Is a privately fostered child
 - 5.1.15. Has a parent sent to prison. The National Information Centre of Children of Offenders (NICCO): <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6. Roles and responsibilities

- 6.1.** Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and external parties within the academy. Our policy and procedures also apply to any on-site extra curricular activities and off- site activities.
- 6.2. All staff**
- 6.2.1. **All staff** have a responsibility to exercise vigilance, to be alert to and to be aware of signs that suggest a child may be in need of help as well as the signs of abuse and neglect.
 - 6.2.2. **All staff** will read and sign to indicate their understanding of Part 1 of the Department for Education's statutory guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
 - 6.2.3. **All staff** should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with a role they might be expected to play in such assessments.
- 6.3. All staff** will be made aware of our systems which support safeguarding within the academy which are implemented and monitored by the academy DSL. This includes:
- 6.3.1. The process by which a concern about a pupil should be raised. See Section 7 below.

- 6.3.2. The early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
 - 6.3.3. The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
 - 6.3.4. What to do if they identify a safeguarding issue or if a child tells them they are being abused or neglected, including specific issues, such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - 6.3.5. The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child sexual exploitation (CSE), FGM and radicalisation. See [Appendix 2: Specific safeguarding issues](#)
 - 6.3.6. Contextual factors outside of the academy i.e. wider environmental factors that are present in a child's life that are or may be a threat to their safety and or welfare.
- 6.4. The Designated Safeguarding Lead (DSL)**
- The academy DSL (and deputies) should strive to maintain a complete safeguarding picture. The DSL takes lead responsibility for child protection and wider safeguarding concerns.
 - The DSL can be contacted outside school hours via mrobinson@hillsviewacademy.org
 - When the DSL is absent, Claire Murphy (Deputy DSL) will provide cover.
 - If the DSL and deputy DSL are not available, Gemma Simon will act as cover (for example, during out of school hours, out of term activities). If, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- 6.5. The role of the Designated Safeguarding Lead**
- The academy DSL will be given the time, funding, training, resources and support to:
- 6.5.1 Provide advice and support to other staff on child welfare and child protection matters
 - 6.5.2 Take part in strategy discussions and inter-agency meetings and /or support other
Contribute to the assessment of children
 - 6.5.3 Refer suspected cases, as appropriate to the relevant body (local authority children's social care, Channel programme, Disclosure and Disbarring Service, and/or police), and support staff who make such referrals directly.
 - 6.5.4 Conduct risk and needs assessment as appropriate.
 - 6.5.6 To liaise with the Trust DSL in reporting serious safeguarding issues relating to children and with Trust deputy DSL in matters relating to staff.
 - 6.5.7 The academy DSL will keep their headteacher / principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. See [Appendix 3: The role of the Designated Safeguarding Lead](#) for the full description of the role of the academy DSL
- 6.6. The Governance of safeguarding**
- The AET Board of Trustees and the Executive Committee will approve this policy template at each review, but it is for the Local Governing Board (GB) of individual academies to hold senior leaders to account for its implementation.
 - The Local Governing Board will appoint a named governor to monitor the implementation of this policy in conjunction with the full GB. This must be a different person from the DSL. The GB will require the safeguarding link governor and the Designated Safeguarding Lead to provide a report on the measures they are taking to ensure compliance at regular intervals.
 - The GB performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed. See [Appendix 4: The governance of safeguarding](#). Therefore, all governors must recognise their safeguarding duties towards children in the academy. GB governors are required to sign in acknowledgement of this responsibility upon joining the GB and this is to be

reviewed annually. The chair of the GB will act as the 'case manager' in the event that an allegation of abuse is made against the principal, where appropriate.

- The GB, the headteacher/ principal and the DSL (and deputies) should be aware of the department advice: [Sexual violence and sexual harassment](#)

6.7. The Headteacher / Principal

The headteacher / principal is responsible for the implementation of this policy, including:

- 6.7.1 Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- 6.7.2 Communicating this policy to parents when their child joins the academy and via the academy website
- 6.7.3 Ensuring that the DSL has the appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- 6.7.4 Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- 6.7.5 Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- 6.7. Monitoring and acting upon notifications from [eSafe](#) or delegating this responsibility to the DSL.
- 6.7.7 Where alternative provision is in place, obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision, i.e. those checks that the school would otherwise perform in respect of its own staff.

7. Recognising abuse and taking action

7.1. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please refer to [Appendix 2: Specific safeguarding issues](#) for further details. **Always** speak to the DSL or deputy.

7.2. If a child makes a disclosure to you you should:

- 7.2.1 Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- 7.2.2 Stay calm and do not show that you are shocked or upset
- 7.2.3 Tell the child they have done the right thing in telling you. Do not tell them they should have told someone sooner.
- 7.2.4 Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- 7.2.5 Write up your conversation immediately in the child's own words. Keep it factual and do not include your own judgement
- 7.2.6 Sign and date the written record and pass it on immediately to the academy DSL.

7.3. If a child is in immediate danger

- 7.3.1 Wherever possible, speak to the DSL, first to agree a course of action. Alternatively, make a referral to local authority children's social care directly and/or the police immediately if a child is *is in immediate danger or at risk of harm*. Anyone can make a referral.
- 7.3.2 Tell the DSL, as soon as possible if you make a referral directly.
- 7.3.3 You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action. The government website

<https://www.gov.uk/report-child-abuse-to-local-council> provides information on reporting abuse to local councils.

7.4. If you have concerns about a child (as opposed to a child being in immediate danger)

- 7.4.1 The flowchart in [Appendix 5: Reporting concerns](#) demonstrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger. (KCSIE 2018). The first stage emphasises the need for staff to take **immediate** action where they have a concern about a child. In all cases, the wishes of the child must remain paramount.
- 7.4.2 The DSL will keep the case under constant review and if it is appropriate to refer the case to local authority or the police, the DSL will make the referral or support you to do so. See also Appendix 5 for further details of the referral process.
- 7.4.3 The local authority will make a decision within one working day of a referral about what course of action to take and will let the person know who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not available and ensure outcomes are properly recorded.

7.5. If you have concerns about extremism

- 7.5.1 If a child is not at immediate risk of harm, where possible, always speak to the DSL first to agree a course of action. Alternatively make a referral to LSCB directly if appropriate, but you must inform the DSL of the referral.
- 7.5.2 Where there is a concern, the DSL will consider the level of risk and decide which agency this concern should be referred. This could include [Channel guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the LACSC team.
- 7.5.3 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that academy staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - i) Think someone is in immediate danger
 - ii) Think someone may be travelling to join an extremist group.
 - iii) See or hear something that may be terrorist related.

7.6. Female Genital Mutilation (FGM) FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'. FGM is illegal in the UK and a form of child abuse with long lasting, harmful consequences. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest that a pupil may be at risk are provided [Appendix 2: Specific safeguarding issues](#)

- 7.6.1 **Any teacher** that discovers that an act of FGM appears to have been carried out on a pupil under 18 **must** immediately report this to the police, personally. This is a statutory duty under Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, and teachers will face disciplinary sanctions for failing to meet this duty. The above duty does not apply in cases where a pupil is at risk of FGM or FGM is suspected but not known to have been carried out. Staff should not examine pupils.
- 7.6.2 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is at risk of FGM, who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the academy DSL and follow their local safeguarding board guidance or that of their local police.

7.7. Concerns about a staff member or volunteer

7.7.1 Allegations against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Please also refer to our HR policy for guidance on dealing with allegations against staff.

7.7.2 If you have concerns about a member of staff or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors. You can also discuss any concerns about any other staff member or volunteer with the DSL. The principal/headteacher/chair of governors/DSL will then follow the procedures within the HR policy, if appropriate. The DSL must also inform the Trust DSL.

7.7.3 For guidance on whistleblowing, please see the AET Whistleblowing policy.

7.8. Peer on Peer abuse

We recognise that children are capable of abusing their peers, including but not limited to, bullying, cyberbullying, sexual violence, sexual harassment and sexting. We are well informed with regards to the guidance within Keeping Children Safe in Education 2018 in recognising and dealing with instances of such abuse. All staff should be clear about our policy and procedures with regards to peer on peer abuse. Such abuse will never be tolerated or passed off as “banter”, “just having a laugh”, or “part of growing up”. See [Appendix 1: Definitions for types of abuse](#) given above including sexual violence and sexual harassment.

7.9. If a pupil makes an allegation of abuse against another pupil:

7.9.1 You must inform the academy DSL and record the allegation, but do not investigate it

7.9.2 The academy DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

7.9.3 The academy DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the children) against whom the allegation has been made - with a named person they can talk to if needed.

7.9.4 The academy DSL will contact the children and adolescent mental health services (CAMHS) if appropriate.

7.10. We will minimise the risk of peer on peer abuse by:

7.10.1 Challenging any form of derogatory or sexualised language or behaviour

7.10.2 Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

7.10.3 Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

7.10.4 Ensuring pupils know they can talk to staff.

7.10.5 Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

8. Communication with parents/carers

8.1 We will make sure that parents are informed of the responsibility placed on the academy and staff in relation to safeguarding and child protection by setting out its duties in the academy prospectus and on the website.

8.2 We will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless the circumstances preclude this action. If we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the local safeguarding children’s board.

8.3 In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Online safety

9.1 As we increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. See [Appendix 6: Online safety](#)

9.2 Therefore we have appropriate internet filtering within our academy and we utilise [Smoothwall](#) and [eSafe](#) to monitor all activity within our AET Google suite of applications; in particular the content of information, the nature of the contact and the conduct of the user. Please see our e-safety policy for further information.

10. Mobile phones and cameras

10.1 For further information on the the use of mobile phones, cameras and sharing of images please see our e-safety policy and our Acceptable Use policy.

10.2 We recognise that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed a policy to outline the required protocol for all employees, pupils, volunteers, governors and parents/ carers. Staff, volunteers, parents **must not** use personal phones or devices to take pictures of pupils at any time, even when on educational visits.

11. Record keeping

11.1 We will keep clear, detailed, accurate, written (or electronic based) records of concerns about children (noting the date, event, action taken and evaluation). where there is no need to refer the matter to social care immediately.

11.2 Confidential written information and records will be held securely in a lockable, fire safe cabinet in a locked location. Keys will not be removed from the academy site and should be kept in a locked cabinet or key coded box and only available to those who have a right or a professional need to see them. Where information is held electronically, this information must only be accessible by the DSL and deputy.

12. Confidentiality and information sharing

12.1 Child protection information will be held and handled in line with the Data Protection Act 2018 and GDPR regulations. See [Appendix 7 Information sharing](#)

12.2 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern. Therefore academy staff must share information with relevant agencies, where that information may help protect a child. Similarly this Act does not prevent academy staff from sending child protection records to a receiving school or academy, when the pupil concerned moves school.

12.3 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. Such a request should be referred to the DSL, or Headteacher/ Principal.

13. Training

13.1. All staff training

All staff members undertake safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the academy's safeguarding system and their responsibilities, and can identify signs of possible abuse or neglect. This training will be updated annually with additional updates in line with advice from our local children's safeguarding board and our trust.

All staff have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (e.g. through emails, e-bulletins and staff meetings as required but at least annually). Volunteers will receive appropriate training, if applicable.

13.2. The academy DSL and deputy (deputies)

13.2.1 The academy DSL and (deputy/deputies) undertake child protection and safeguarding training at least every two years.

13.2.2 In addition, they will update their knowledge and skills at regular intervals and at least annually (e.g. through e-bulletins, meeting other DSLs at national and cluster meetings, the AET safeguarding Google community or taking time to read and digest safeguarding developments).

13.2.3 Academy DSLs will also undertake Prevent awareness training.

13.3. Governors

13.3.2 All governors must receive safeguarding training once per year at least to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

13.3.3 Governors are required to sign to acknowledge they have read Part 1 of Keeping Children Safe in Education 2018.

14. Safer Recruitment

14.1 The academy operates safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2018).

14.2 We ensure that at least one person on any interview /appointment panel for a post at the academy will have undertaken safer recruitment training as required by the Department for Education's statutory guidance Keeping Children Safe in Education 2018 local safeguarding procedures. Please also see our HR policy.

15. Staff who have contact with pupils and families

15.1 All staff who have contact with children and families have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. Monitoring arrangements

16.1 This policy template will be reviewed annually by the Trust Designated Safeguarding lead and deputy.

16.2 At each review, the revised template for academies will be approved by the AET Board of Trustees with responsibility for implementation delegated to the principal / headteacher.

17. Links with other policies

This policy also links to the following policies and procedures:

• Safeguarding and child protection	• Mental Health and Wellbeing
• Behaviour	• Health and Safety
• Staff code of conduct	• Attendance
• Acceptable Use Policy	• Safer Recruitment
• Anti-bullying	• Data Protection
• Racist incidents	• Curriculum

Appendix 1: Definitions for types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

1. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
 - 2.1. **Emotional abuse may involve:**
 - 2.1.1. Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
 - 2.1.2. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
 - 2.1.3. Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
 - 2.1.4. Seeing or hearing the ill-treatment of another
 - 2.1.5. Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
 - 2.2. **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
 - 2.2.1. Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
 - 2.2.2. Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
 - 2.2.3. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
 - 2.3. **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - 2.3.1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - 2.3.2. Protect a child from physical and emotional harm or danger
 - 2.3.3. Ensure adequate supervision (including the use of inadequate care-givers)
 - 2.3.4. Ensure access to appropriate medical care or treatment

2.3.5. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.4. Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Most cases of pupils hurting other pupils will be dealt with under our academy's behaviour policy, but this safeguarding child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

2.4.1. Is serious, and potentially a criminal offence

2.4.2. Could put other pupils in the school at risk

2.4.3. Is violent, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm

2.4.4. Involves pupils being forced to use drugs or alcohol

2.4.5. Involves sexual violence, sexual harassment, sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting). The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has also recently published sexting advice for schools and colleges:

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

2.5. Sexual violence and sexual harassment between children in schools and colleges.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

2.5.1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

2.5.2. **Challenging poor behaviour** (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

2.6. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

2.6.1. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part

of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- 2.6.2. **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- 2.7. **Consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
- 2.8. **Sexual harassment** When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
 - 2.8.1. **Sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting;
 - 2.8.2. **Physical behaviour**, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
 - 2.8.3. **Online sexual harassment.** This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - 2.8.4. non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

Appendix 2: Specific safeguarding issues

1. **Contextual factors:** safeguarding incidents and/or behaviours can be associated with factors outside the academy /or can occur between children outside the school or college.
 - 1.1 All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
 - 1.2 Children's social care assessments should consider such factors so it is

important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Contextual factors for children are included in the Academy Appendix at the end of the policy.

2. Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

2.1. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

2.2. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers [Ministry of Justice](#)

3. Children with family members in prison: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children, [Nicco](#)

4. Children missing from education: All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

4.1 This may include abuse and neglect, which may include sexual abuse or exploitation, radicalisation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

4.2 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

4.3 There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

4.3.1 Are at risk of harm or neglect

4.3.2 Come from Gypsy, Roma, or Traveller families

4.3.3 Come from the families of service personnel

4.3.4 Go missing or run away from home or care

4.3.5 Are supervised by the youth justice system

4.3.6 Cease to attend a school

4.3.7 Come from new migrant families

- 4.4** We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
- 4.5** Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
- 4.6** If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

5. Child sexual exploitation: Child sexual exploitation (CSE) is a form of sexual abuse 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. Thus, children are sexually exploited for money, power or status. The victim may have been sexually exploited even if the sexual activity appears consensual.

5.1 This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen through the use of technology online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

5.2 Like all forms of child sex abuse, child sexual exploitation:

- 5.2.1 can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- 5.2.2 can still be abuse even if the sexual activity appears consensual;
- 5.2.3 can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- 5.2.4 can take place in person or via technology, or a combination of both;
- 5.2.5 can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 5.2.6 may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- 5.2.7 can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- 5.2.8 is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can

also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other Resources.

5.3 Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

5.4 If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

5.5 Indicators of sexual exploitation can include a child:

5.5.1 Appearing with unexplained gifts or new possessions

5.5.2 Associating with other young people involved in exploitation

5.5.3 Having older boyfriends or girlfriends

5.5.4 Suffering from sexually transmitted infections or becoming pregnant

5.5.5 Displaying inappropriate sexualised behaviour

5.5.6 Suffering from changes in emotional wellbeing

5.5.7 Misusing drugs and/or alcohol

5.5.8 Going missing for periods of time, or regularly coming home late

5.5.9 Regularly missing school or education, or not taking part in education

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

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

6.1.1 can affect any child or young person (male or female) under the age of 18

6.1.2 can affect any vulnerable adult over the age of 18 years;

6.1.3 can still be exploitation even if the activity appears consensual;

6.1.4 can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

6.1.5 can be perpetrated by individuals or groups, males or females, and young people or adults; and

6.1.6 is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

7. Children with special educational needs and disabilities: Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the

fact that additional barriers can exist when recognising abuse and neglect in this group of children.

7.1 These can include:

- 7.1.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 7.1.2 being more prone to peer group isolation than other children;
- 7.1.3 the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- 7.1.4 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.

7.2 The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

8. Domestic abuse: Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

8.1 The abuse can encompass, but is not limited to: psychological; physical;sexual; financial; and emotional abuse.

8.2 Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC: meeting needs of children living in domestic violence](#).

9 Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

9.1 Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

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

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

9.3 The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [Ministry of Housing](#)

10. So called "honour-based" violence: So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

10.1 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

10.2 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. Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for interagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teacher that requires a different approach (see following section).

11. Female Genital Mutilation (FGM)

11.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'

11.2 GM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to 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.

11.3 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. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. 99 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

11.4 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM fact sheet](#)

11.5 The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Indicators that FGM has already occurred include:

- pupil confiding in a professional that FGM has taken place
- 11.5.1 A girl disclosing that she has undergone FGM
- 11.5.2 A mother/family member disclosing that FGM has been carried out
- 11.5.3 A family/pupil already being known to social services in relation to other safeguarding issues
- 11.5.4 A girl who: Having difficulty walking, sitting or standing, or looking uncomfortable; Finding it hard to sit still for long periods of time (where this was not a problem previously; Spending longer than normal in the bathroom or toilet due to difficulties urinating; Having frequent urinary, menstrual or stomach problems; Avoiding physical exercise or missing PE; Being repeatedly absent from school, or absent for a prolonged period; Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour; Being reluctant to undergo any medical examinations; Asking for help, but not being explicit about the problem; Talking about pain or discomfort between her legs.

11.6 Potential signs that a pupil may be at risk of FGM include:

- 11.6.1 The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- 11.6.2 FGM being known to be practised in the girl’s community or country of origin
- 11.6.3 A parent or family member expressing concern that FGM may be carried out
- 11.6.4 A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- 11.6.5 A girl: Having a mother, older sibling or cousin who has undergone FGM; Having limited level of integration within UK society; Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”; Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the

girl out of the country for a prolonged period; Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM; talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion); Being unexpectedly absent from school; Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication The above indicators and risk factors are not intended to be exhaustive.

12. Forced marriage: Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

12.1 A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and interagency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

12.2 Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

12.3 If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

12.4 The DSL will:

12.4.1 Speak to the pupil about the concerns in a secure and private place

12.4.2 Activate the local safeguarding procedures and refer the case to the local authority designated officer

12.4.3 Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

12.4.4 Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

13. Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

13.1 Extremism goes beyond terrorism and is defined as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces (As defined in the Government's Counter Extremism Strategy) Extremists often target the vulnerable - including the young- by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

13.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

14. The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place (esafe), and equip all pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour to ensure early identification of risk.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried. Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including:

15. Additional support The department has published advice for schools on the Prevent duty. to complement the Prevent guidance and signposts other sources of advice and support. Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

16. Channel 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. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

16. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

17. Non-collection of children

If a child is not collected at the end of the session/day, we will follow the procedures outlined in the Academy Appendix.

18. Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will: follow the procedures outlined in the Academy Appendix.

19. Looked after children and previously looked after children

We are aware that a previously looked after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep previously looked after children safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children who are a particularly vulnerable group. On commencement of section 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement who have left care through adoption, special guardianship or child arrangement orders who were adopted from state care outside England and Wales.

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

Statutory guidance on Promoting the education of looked after children contains further information on the roles and responsibilities of virtual school heads.

Appendix 3: The role of the Designated Safeguarding Lead

1. Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of **designated safeguarding lead (DSL)**. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.
 - 1.1. The DSL should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
 - 1.2. **Deputy designated safeguarding leads** Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility **should not** be delegated.

2. **Manage referrals:** The designated safeguarding lead is expected to:

2.1 refer cases of suspected abuse to the local authority children's social care as required; The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in with Working together to Safeguard Children.

2.2 support staff who make referrals to local authority children's social care;

3.3 refer cases to the Channel programme where there is a radicalisation concern as required;

3. **Work with others:** The designated safeguarding lead is expected to: liaise with the headteacher or principal and also the trust DSL to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

3.1 as required, liaise with the "case manager", their HR Business Partner and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

3.2 liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

3.3 act as a source of support, advice and expertise for all staff.

4. **Training** The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

4.1 The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

4.2 understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements. Full details in Chapter one of Working together to safeguard children.

4.3 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

4.4 ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;

4.5 are alert to the specific needs of children in need, those with special educational needs and young carers;

4.6 are able to keep detailed, accurate, secure written records of concerns and referrals;

4.7 understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

4.8 are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

4.9 can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

4.10 obtain access to resources and attend any relevant or refresher training courses; and

4.11 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

5. Raise Awareness The designated safeguarding lead should:

5.1 ensure the academy's child protection policies are known, understood and used appropriately;

5.2 ensure the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

5.4 ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

5.5 link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

5.6 ensure staff are aware of the referral process under Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

6. Child protection files

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

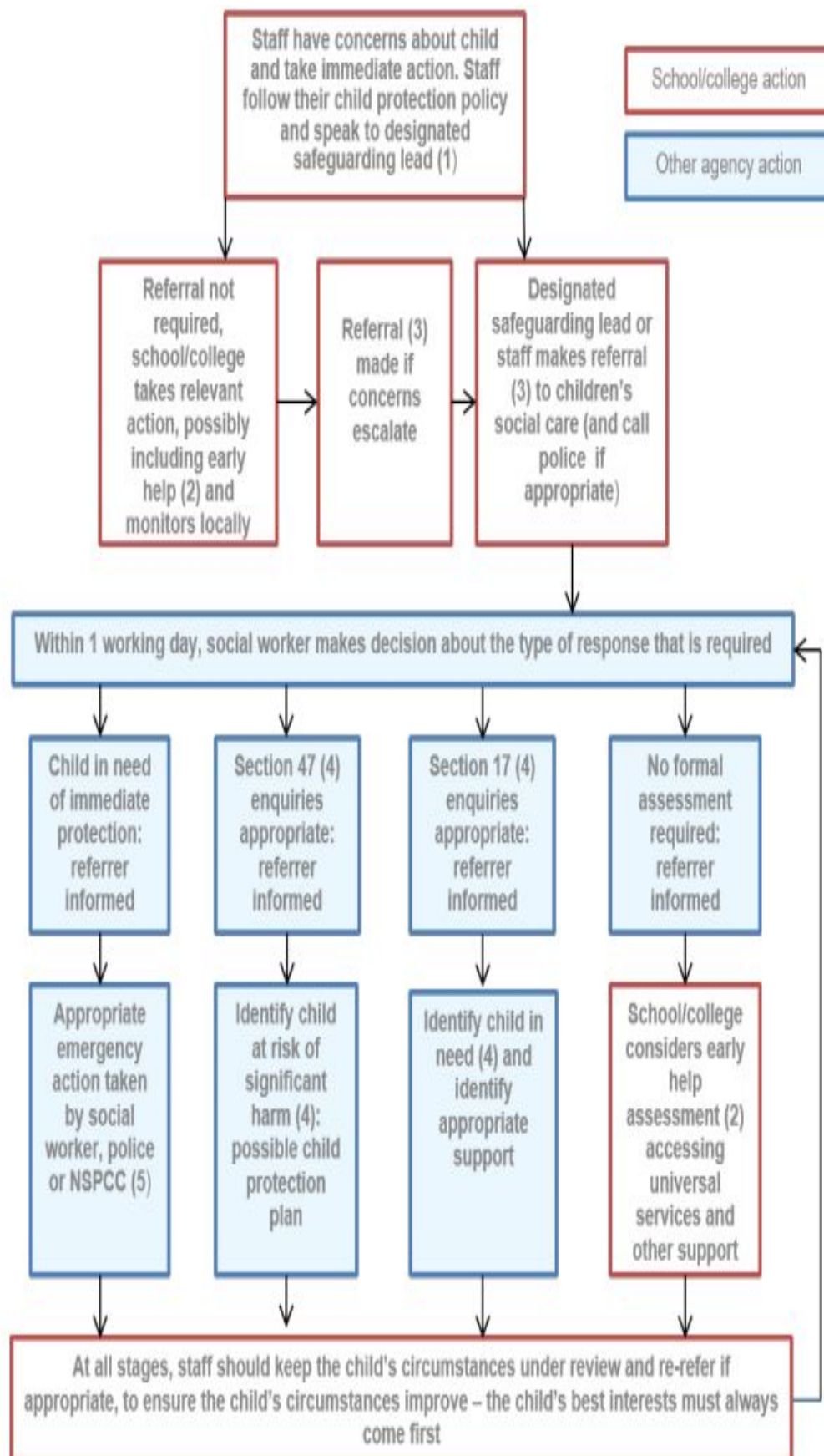
6.1 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

7. Availability During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term time contact.

Appendix 4: The governance of safeguarding

The Local Governing Board (GB) will monitor that the following are delivered by the academy:

1. The Academy has the most recent AET Safeguarding and Child Protection policy, has uploaded this to the statutory information section of its website and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed interagency procedures, and the policy is made available to parents and carers on request;
2. The DSL and Safeguarding link governor provide the Trust DSL with an audit of their safeguarding procedures during autumn term 1;
3. The Academy operates safe recruitment procedures and ensures that all **appropriate checks are carried out on staff and volunteers who work with children;**
4. The Academy has procedures for dealing with allegations of abuse against teachers and other staff that comply with guidance from AET and locally agreed interagency procedures;
5. A senior member of the Academy's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead, DSL).;
6. The Academy has designated an appropriate designated teacher for Looked After Children (LAC);
7. The Academy has designated an appropriate designated person for online safety;
8. The DSL undertakes DSL training or equivalent and Local Authority interagency working at appropriate intervals, as and when required but at least annually.
9. **The link governor is responsible for liaising with the senior management team** to immediately remedy any deficiencies or weaknesses in the Academy's safeguarding arrangements that come to the GB's attention;
10. Where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate;
11. **That policies, procedures and the discharge of safeguarding duties are reviewed annually.**



Appendix 6: Online safety

1. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.
2. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.
3. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - 3.1 content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
 - 3.2 contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
 - 3.3 conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
4. Resources that could support schools and colleges include:
 - 4.1 UKCCIS have recently published their Education for a connected world framework which provides an approach to curriculum for a whole school approach to safeguarding and online safety. It covers early years through to age 18.
 - 4.2 The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk
 - 4.3 Parent Zone and Google have developed Be Internet Legends a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.
5. **Filters and monitoring** Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. Governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Our academy uses the esafe system: <https://www.esafeglobal.com/>. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.
 - 5.1 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring Guidance on e-security is available from the National Education Network.
6. Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the

use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Appendix 7: Information sharing: the Data Protection Act 2018 and the General Data Protection Regulation (from Working Together to Safeguard Children July 2018)

1. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively:
 - 1.1 All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’
 - 1.2 Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
2. The Data Protection Act 2018 and GDPR do not prohibit the collection and sharing of personal information, but rather provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them.
3. In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners. Practitioners looking to share information should consider which processing condition in the Data Protection Act 2018 is most appropriate for use in the particular circumstances of the case. This may be the safeguarding processing condition or another relevant provision.
4. In addition to the Data Protection Act 2018 and GDPR, practitioners need to balance the common law duty of confidence and the Human Rights Act 1998 against the effect on individuals or others of not sharing the information.
5. IT systems,, can be useful for information sharing. IT systems are most valuable when practitioners use the shared data to make more informed decisions about how to support and safeguard a child.

