Park Vale Academy

Child Protection and Safeguarding Policy

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1. Definitions

Safeguarding and promoting the welfare of children means:

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

We will make all staff aware of the different types of abuse and the warning signs for each (taken from Keeping Children Safe in Education, September 2020)

Abuse: 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 in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29, KCSIE September 2020).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff will also be made aware of the following (highlighted in Appendix 1):
Child Sexual Exploitation
Child Criminal Exploitation
Serious Violence
Mental Health issues
Radicalisation, Extremism & The Prevent Duty
Children Missing from Education
Children & the court system
Children with family members in prison
County Lines
Domestic Abuse
Homelessness
Honour based abuse; Female Genital Mutilation, Forced Marriage
Peer on peer/child on child abuse; sexual violence, sexual harassment, Upskirting

2. Executive summary

This policy applies to all Academy employees and associated governors, including volunteers.

The Academy takes its safeguarding and child protection duties very seriously. We deem it to be **everyone's** responsibility to ensure the safety and welfare of all of our children. To this end, our policy has, at its heart, the following key principles:

1. Prevention (creating and maintaining a climate of openness and trust for our children and staff)
2. Protection (through clear, unambiguous procedures and training)
3. Support (for all those who might have or have been subject to abuse)
4. Close, robust working with parents and other agencies
5. The recognition that 'education' should be regarded as the fourth safeguarding partner. In accordance with the 'Working Together to Safeguard Children' (2018) the Academy recognises the role of schools in providing effective safeguarding and child protection
6. The Academy will conduct an annual review of its safeguarding protocols and policy.

In creating this policy, detailed attention has been given to the following key publications:

1. Keeping children safe in education – statutory guidance for academies and colleges (DfE September 2020)
2. Working together to safeguard children (HM Government July 2018)
3. Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
4. Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government July 2018)
5. Channel duty guidance, protecting vulnerable people being drawn into terrorism
6. Sexting in schools and colleges
7. Child sexual exploitation: definition and a guide to practitioners
8. Children and Social Work Act (2017)
9. Inspecting safeguarding in early years, education and skills settings (Ofsted, September 2019)
10. Disqualification under the Childcare Act 2006. Statutory guidance for local authorities, maintained schools, Academies and Free Schools (DfE August 2018)
11. Guidance for inspectors: what to do if a child or young person discloses a safeguarding concern (Ofsted, March 2018)
12. Prevent duty guidance for England and Wales (HM government 2015) Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
13. What to do if you're worried a child is being abused: advice for practitioners (DfE, March 2015)

14. Children Act (1989) (and 2004 amendment), which provides a framework for the care and protection of children

This policy also makes reference to:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

This policy is aligned with guidance issued by the Nottinghamshire Local Safeguarding arrangements and also complies with our funding agreement and articles of association.

3. Academy commitment

Safeguarding arrangements in the Academy are underpinned by some key principles:

- Governors, the Senior Leadership Team, Heads of Subject, teachers, operational support staff and volunteers are committed to the belief that safeguarding is 'everyone's responsibility and that we all take personal responsibility for our role in systems that safeguard and promote the well-being of our students and all other children.
- We will be vigilant to the possibility that **"it could happen here"**, exercise professional curiosity when we identify possible concerns, share information appropriately and take decisive and timely action.
- When concerned about the safety or well-being of a child, we will always act in the best interests of the child.

The Academy adopts a child centred and co-ordinated approach to safeguarding. Staff encourage children and parents to talk about any concerns and actively seek to promote the academy as a safe place to talk and seek support when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff. We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through our publication of this policy on our website.

4. Key areas of safeguarding

Duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE revised Statutory Guidance Keeping Children Safe in Education 2020 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

Keeping Children Safe in Education (2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Working Together to Safeguard Children (2018)

www.gov.uk/government/publications/working-together-to-safeguard-children--2)

What to do if you're worried a Child is Being Abused (2015)

(www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

For the avoidance of doubt, children includes everyone under 18 years of age.

Safeguarding is not just about protecting children from deliberate harm. It also relates to broader aspects of care and education including:

- children's health and safety and well-being, including their mental health
- meeting the needs of children with special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children with medical conditions
- providing first aid
- educational visits
- intimate care and emotional wellbeing
- online safety and associated issues
- appropriate arrangements to ensure Academy security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- neglect, physical abuse, sexual abuse and emotional abuse
- bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- racist, disability and homophobic or transphobic abuse
- gender based violence/violence against women and girls
- extremist behaviour and/or radicalisation
- child sexual exploitation and trafficking
- child criminal exploitation including county lines
- serious violent crime.
- modern slavery
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example "sexting"
- teenage relationship abuse
- peer on peer abuse, such as sexual violence and the act of 'up skirting'
- substance misuse

- issues which may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic abuse, FGM, forced marriage, fabricated or induced illness, poor parenting, homelessness, so called honour based abuse.
- other issues not listed here but that pose a risk to children

Further detailed information on forms of abuse can be read in Appendix 1.

5 Safeguarding roles and responsibilities

This policy applies to all staff, governors and visitors to the Academy. This Academy's arrangements for safeguarding will apply to all staff at all times including during off site visits and trips.

Where the Academy provides services or activities directly under the supervision or management of staff, the Academy's arrangements for safeguarding will apply. Where services or activities are provided separately by another body, the Academy should seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the Academy on these matters where appropriate.

The Academy will follow the procedures set out by local safeguarding arrangements and Teaching Regulation Agency (TRA) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2020 to:

- ensure, that the Academy has a designated safeguarding lead and a deputy safeguarding lead who has received appropriate training and support for this role
- ensure, that the Academy has a designated teacher for 'looked after children'
- ensure, that the Academy has a link governor to the DSL responsible for safeguarding
- ensure, that every member of staff (including temporary, supply staff and volunteers) know the name of the Designated Safeguarding Lead (and their deputy) and the nominated person responsible for child protection and their role
- ensure, that every member of staff and all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- ensure, that every member of staff is aware that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and the signs to look for in this.
- ensure, that every member of staff is aware of the process for making referrals to Children's Social Care and for statutory assessment that may follow a referral, along with the role they might be expected to play in such assessments
- ensure, that every member of staff is aware of the early help process and understand their role in it
- ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously
- ensure that there is a complaints procedure in place for children and families
- ensure that parents have an understanding of the responsibility placed on the individual Academy and their staff for child protection by setting out its obligations in the Academy prospectus
- notify Children's Social Care if there is an unexplained absence of at least three days of a pupil who is subject to a child protection plan

- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard and ensure all records are kept securely; separate from the main pupil file
- ensure that we follow robust processes to respond when children are missing from education or missing from home or care
- develop and then follow procedures where an allegation is made against a member of staff, supply staff or volunteer
- ensure there is a safer recruitment policy in place and practices are always followed
- apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within the academy who have specific responsibilities. These are the key staff members that all incidents are reported to:

Role	**Name**	**Contact Details**
Link Governor responsible for Safeguarding	Ms M Farmer	admin@parkvaleacademy.org.uk 0115 8221244
Designated Safeguarding Lead (DSL)	Mr R Harper	rharper@parkvaleacademy.org.uk 0115 8221244
Deputy Designated Safeguarding Officer	Miss S Lovett	slovett@parkvaleacademy.org.uk 0115 8221244
Designated Safeguarding Officer	Mr T Astle Mrs S Matthews	tastle@parkvaleacademy.org.uk smatthews@parkvaleacademy.org.u k 0115 8221244
PREVENT Lead	Nottinghamshire Police Prevent Team	Prevent Sergeant Michelle Giddy Call: 101 ext. 800 2963 or 07525 226877 Email: michelle.giddy@nottinghamshire.p nn.police.uk Prevent Officer Kay Slater Call: 101 ext. 800 2962 or 07971059508 Email: kay.slater16599@nottinghamshire .pnn.police.uk
Designated Teacher for Looked After Children	Mr R Harper	rharper@parkvaleacademy.org.uk 0115 8221244
Schools and Education Safeguarding Co-ordinator	Lisa Hurst	lisa.hurst@nottinghamcity.gov.uk 0115 8762042
Children's Social Care/Early Help	Nottingham City Council Children and Families	0115 876 4800 candfdirect@nottinghamcity.gov.uk

The role of the Academy Headteacher

The Headteacher in the academy will:

- ensure there is a member of the Governing Body to take leadership responsibility for safeguarding and champion child protection issues within the Academy
- appoint a designated safeguarding lead from the Leadership Team to take lead responsibility for safeguarding and child protection and a designated teacher for Looked After Children, who is appropriately trained
- the Headteacher and/or relevant members of the Senior Leadership Team undertake appropriate training to carry out their safeguarding responsibilities effectively, including Safer Recruitment training, and keep this up to date and ensure that staff receive safeguarding training for their roles
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- the child's safety and welfare is addressed through the curriculum in line with Department for Education requirements

The Headteacher delegates responsibility to the DSL to ensure that:

- the policies and procedures adopted by the Academy are fully implemented, and followed by all staff
- students are safe, feel safe and contribute to the wider safeguarding of each other
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in the latest version of Part One of Keeping Children Safe in Education

The role of the Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team who takes lead responsibility for safeguarding and child protection. Responsibilities are explicitly detailed in their job description.

The DSL will be accountable to the Headteacher, who will provide line management and meet regularly.

Where it is believed that a child may be suffering, or may be at risk of suffering significant harm, the DSL will work with Children's Social Care in line with "Working together to safeguard children" to support a multi-agency approach to identify and support children's needs.

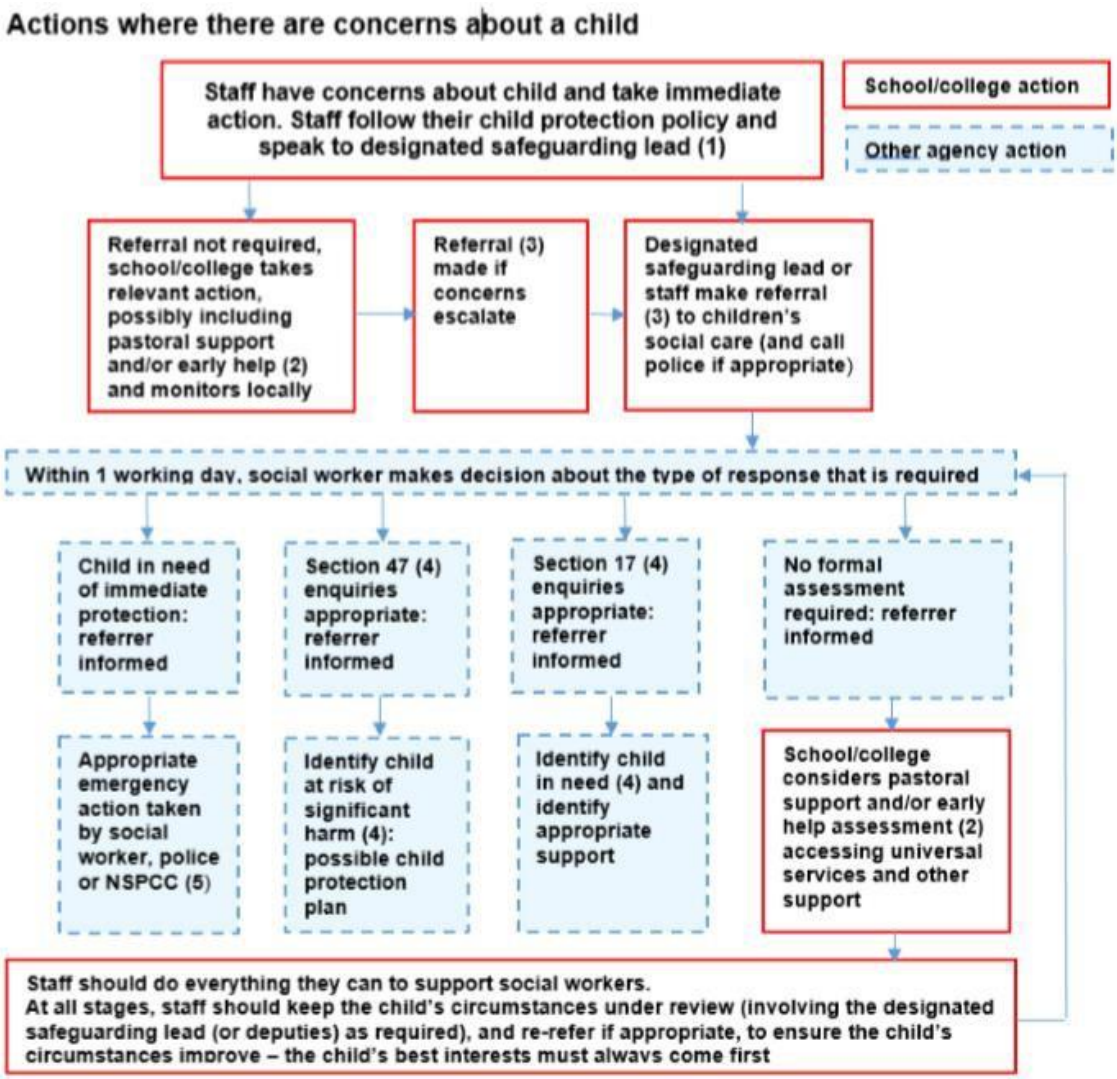
The DSL at the academy takes responsibility for all safeguarding records and for deciding at what point these records should be passed over to other agencies.

Referrals

The academy DSL when necessary, will:

- refer cases of suspected abuse or allegations to the relevant investigating agencies

When deciding on the best course of action, the following flow diagram taken from Keeping Children Safe in Education (2020) will be used.



The DSL will also:

- refer cases to the Channel programme where there is a radicalisation concern
- refer cases where a crime may have been committed to the Police
- act as a source of support, advice and expertise to all staff within the educational establishment when deciding whether to make a referral by liaising with relevant agencies
- consider the view of the child when making a referral; encourage a culture of listening to children and their wishes and feelings
- act as a point of contact and liaise with the three safeguarding partners (the local authority, the clinical commissioning group & the chief officer of police)

- liaise with the respective Headteacher and Executive Headteacher to inform him/her of any issues and ongoing investigations (especially under section 47 of the Children Act 1989) and ensure there is always cover for this role
- refer cases of suspected abuse or allegations to the relevant investigating agencies
- refer cases where a person is dismissed or left due to risk/ harm to a child and the DBS as required
- liaise with the case manager and the LADO where there are concerns about a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians & SENDCO's) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- be able to understand the unique risks associated with online safety (in particular children with SEN & disabilities) and know how to keep children safe whilst they are online in school and at home.
- be alert to the specific needs of children in need, those with educational needs and young carers
- take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
- liaise with the Local Authority and other agencies in line with 'Working Together to Safeguard Children 2018'
- ensure that in exceptional circumstances, where the DSL / DDSL is not available, provision / staffing is in place so there is no delay in an Academy undertaking appropriate action
- ensure that relevant child protection files are transferred to the new school or college should the child move on, and be responsible for the process for doing this
- understand relevant data protection legislation regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- be aware of the arrangements for Looked After Children, in accordance with section 117 to 119 of KCSIE 2020

Training

- designated safeguarding lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals
- to recognise how to identify signs of abuse and when it is appropriate to make a referral
- have a working knowledge of how Safeguarding Partnerships operate (including the process concerning the Pathway to Provision, Multi Agency Request Form (MARF) and Early Help Unit), the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so
- understand the Prevent Duty and provide advice and support to staff on protecting children from these elements of KCSIE 2020
- ensure staff are aware of the new guidance on peer on peer abuse (KCSIE 2020) – section 97 - 98

Raising awareness

The DSL in the Academy will:

- ensure the Academy's safeguarding policy annex is updated and reviewed annually in line with the KCSiE guidelines and work with the Academy regarding this.
- ensure all staff have access to and understands the Academy's child protection policy & procedures, especially new and part time staff
- work strategically to ensure policies and procedures are up to date and drive and support development work within the Academy
- ensure parents have access to the child protection and safeguarding policy which alerts them to the fact that referrals may be made and the role of the Academy in this process
- keep detailed, accurate & secure records of concerns and referrals
- where children leave the Academy; ensure their safeguarding file is handed over to the new academy as soon as possible. This should be kept separate from the main pupil file.
- ensure that staff understand the importance of information sharing within the Academy, with the three safeguarding partners & other agencies.
- ensure that all Academy staff have a copy of (and an understanding of) Keeping Children Safe in Education 2020 – Part One and Appendix 1.
- ensure that all Academy staff receive statutory safeguarding and child protection training which is updated annually.
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing or have experienced with all Academy staff
- ensure they understand how to deal with a safeguarding allegation against the Headteacher by liaising with the LADO or other appropriate officers within the Local Authority
- statutory training for all staff must include: PREVENT, Child Protection Refresher (existing staff) or Safeguarding Children & Young People (new staff to the Academy) and Female Genital Mutilation
- in addition to this training all staff members receive child protection and safeguarding updates (specifically from the revised 2020 KCSIE document) at least annually
- in partnership with the Headteacher, ensure that at least one identified member of staff / governor on each interview panel is safer recruitment trained
- ensure that training records are kept up to date for each member of staff and is fully recorded in the SCR
- ensure that all Academy staff are aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments
- ensure that there is a structured procedure within the Academy, which will be followed by all of the members of the Academy in cases of suspected abuse
- be aware of the revised guidelines around Alternative Provision as set out in section 201 of KCSIE 2020 – 'each academy continues to be responsible for the safeguarding of that pupil….and should obtain written confirmation that appropriate checks have been carried out at that establishment'
- ensure that governing bodies, leadership and staff are aware of the new DfE advice on 'managing reports of child on child sexual violence and sexual harassment'- KCSIE Part 5 section 247 – 269.

Availability

During term time the designated safeguarding lead (or a deputy) will be available (during Academy hours) for staff. Should they both be out of the Academy at the same time, then the most senior member of staff should be contacted, in most cases this will be the Headteacher. A nominated member of SLT will be available for all activities that take place out of normal Academy hours.

The role of the lead person for Looked After Children

The Designated Teacher is a qualified teacher who has the responsibility for promoting the educational achievement of children who are looked after, have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. They report to their academy DSL ensuring that the progress of the child is supported, linking with their social worker and parents where appropriate. The Designated Teacher will have appropriate training.

The role of all Academy employees/visitors/governors

All employees/visitors/governors will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within its ethos and reflected in day to day safeguarding practices by:

- ensuring that the Academy has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitor the Academy's compliance with them and that these policies have been read and understood
- ensuring that safeguarding policies and procedures are followed and appropriate action is taken in a timely manner to promote a child's welfare
- recognising the importance of information sharing between agencies. Ensuring cooperation with the Local Authority and other safeguarding partners
- ensuring that all staff read at least part one of Keeping Children Safe in Education 2020 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part one
- ensuring that the Academy is collectively responsible for the Academy's safeguarding arrangements. All employees of the Academy will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities
- ensuring there is a training strategy in place for all staff and that training records are up to date
- ensuring that temporary staff and volunteers who work with children are made aware of the Academy's arrangements for child protection and their responsibilities
- ensuring that there are specific procedures in place to manage safeguarding allegations against staff & supply staff, and that these are understood by all staff and are distinct from wider whistleblowing protocol
- ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future
- ensuring that appropriate filters and monitoring systems are in place to protect children online
- ensuring that children are taught about safeguarding online through teaching and learning opportunities

- ensuring that peer on peer abuse is included in safeguarding child protection policy, sexting and the Academy's response is included and different gender issues that are prevalent in peer on peer abuse
- giving staff the opportunities to contribute and shape safeguarding arrangements and policy
- following the Trust safer recruitment policy
- recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

6. Training

The Academy will ensure that safeguarding training will be available to all members of staff at the appropriate times. This will include:

Academy Leaders:

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will complete detailed training every two years
- The Academy will ensure those members of staff with safer recruitment training undertake this training every three years, including nominated members of SLT.

Staff:

- All new Academy employees will complete initial safeguarding training on induction.
- Child protection training is undertaken by each member of staff annually delivered by the DSL
- Will receive annually a copy of Part One of KCSIE

Governors:

- All new Governors will complete initial safeguarding training on induction.
- Annual safeguarding update training

Safer recruitment training:

- Following the Academy Staffing (England) Regulations 2009 the Academy will ensure that at least one person on any recruitment panel has undertaken safer recruitment training. The Academy follows all revised guidelines set out in Part 3 of KSCIE 2020 regarding safer recruitment.

7. Safeguarding as part of the curriculum

Students are helped to know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the Academy, and how to make a complaint. This means they are able to recognise when they are at risk and are able to get help when they need it.

The following indicative areas are addressed within PSHE, RSE/Relationships Education and the wider curriculum:

- Children's health and safety, including road, fire and water safety
- Bullying, including cyber bullying, homophobia, racism, sexism, and trans-phobic bullying
- Extremist behaviour

- Emotional well-being and mental health
- Online safety including sexting
- Drug and alcohol abuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence and County Lines
- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilation, honour based abuse and forced marriage
- Healthy relationships and issues of consent
- Peer on peer abuse

8 Supporting vulnerable children

The Academy recognises that its response to safeguarding risks is proportionate to the perceived level of vulnerability experienced by the individual student. Where relevant, it will reflect the increased vulnerability arising from cumulative adverse childhood experiences, the potential or particular vulnerability that may arise from group membership and the wider contextual safeguarding concerns impacting on a student or other children.

To treat all children the same would be unfair on many and be a failing of our duty of care to some.

To ensure that all children receive an appropriate safeguarding and child protection response, we will be mindful of potential vulnerabilities and respond accordingly to children who are;

- Disabled or have Special Educational Needs
- Experience significant mental health difficulties
- Live in a known domestic abuse situation
- Affected by known parental alcohol abuse dependence or substance misuse
- Asylum seekers or refugees
- Living away from home, including private fostering arrangements
- Going missing from school, particularly on repeat occasions
- At risk of homelessness or living in temporary accommodation
- Living in transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Children with an increased risk of sexual exploitation, criminal exploitation, hate crime, radicalisation, forced marriage or so called honour based abuse
- Young carers
- Looked After Children and previously Looked After Children
- English as an additional language
- Children involved in the criminal justice system
- Children with family members in prison
- Children who have suffered previous abuse

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is

also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The Governing body in conjunction with the DSL will ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

SEND

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.

9 Identifying children who may benefit from early help

Where parents, carers or children tell us that they require support, or staff identify that there may be emerging needs and that services might be required an **Early Help Assessment** is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and the child about the support and services that might help and agree how they would be accessed. Full details of Early Help can be found in Chapter 1 of Working Together 2018.

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Following a discussion, should any child emerge that may require early help staff must raise those concerns immediately with the DSL. The DSL will then consult the Nottingham City Early Intervention document (Family Support Pathway) to consider whether thresholds have been met. Staff also have the option of contacting Nottingham City Early intervention via 0115 8764800. The Early Intervention (Family Support Pathway) document can be accessed here:

http://www.nottinghamchildrenspartnership.co.uk/media/1536480/57291_family-support-pathways_8319_hr.pdf

A copy of the Multi Agency Referral Form (MARF) can be found via this link:

https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/children-and-families-direct/

Where a MARF is completed, this will be sent by secure email to The Early Intervention (Family Support).

If Early Help and/ or other services are appropriate, the case should be kept under constant review. At each stage of the process where the child's situation doesn't appear to be improving or additional concerns emerge, a referral to Children's Social Care will be made.

10 Reporting concerns for all staff

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

Supporting information on many safeguarding issues and hyper-links to useful background material can be found in Keeping Children Safe in Education (Sept 2020) and in Appendix 1 and Appendix 2 of this document.

There will be occasions when it is suspected that a child may be at risk, but there is no real evidence to support this. The child's behaviour and or appearance may have changed, their attendance at school may be reduced, their ability to concentrate and focus may have altered or there may be other physical but inconclusive signs. In these circumstances, the child should be given the opportunity to talk. A record should be made as these early concerns may contribute to a bigger picture. This should then be referred to the head of house or SLT. If the concern persists then the DSL should be involved.

If a child or adult does begin to reveal that a child is being harmed, **you should follow advice in Appendix 4.**

If information is disclosed

A 'disclosure' is when a child confides information which is of a sensitive nature and which gives cause of particular concern e.g. being hit at home, a sexual assault, unfed, medical needs not attended to, and inappropriate punishments by parents, continual verbal abuse and pregnancy.

A child may approach any member of staff on their own, with a friend, or on behalf of a friend. If this happens then the student will be spoken to on their own, to ensure that the conversation remains confidential.

During the conversation with the child:

- The disclosure will be written in hard copy in the first instance on the Academy safeguarding incident form.

The member of staff will then inform the DSL/DDSL by passing on the disclosure form to them.

Legal responsibility

In the exceptional case of a safeguarding issue going to court, the need for all staff involved to make and keep accurate notes is particularly pertinent. Any member of staff may be required to testify under oath.

Record Keeping

Any concerns about a child must be recorded within 24 hours, preferably immediately after discussion with the DSL. All records will provide a factual and evidence based account of the discussion.

Safeguarding, child protection and welfare concerns will be recorded and securely stored and away from the main pupil file. The main pupil file should have an obvious indicator to denote a separate file exists.

A 'confidential' file will be commenced in the event of:

- a referral to Children & Families Direct/Children's Social Care.
- any minor concerns on the child's main academy file.
- any child open to social care.

11 Staff and child confidentiality

Without stifling the opportunity to build relationships with children, there are some important guidelines to be applied in conjunction with the Academy's ICT Acceptable Use Policy and the Trust GDPR Policy.

ALL STAFF must make themselves familiar with the GDPR Policy, ICT Acceptable Use Policy, Social Media Policy and the Staff Code of Conduct Policy.

The Academy will operate an information sharing system that has due regard for: HM Government Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).

All staff will be mindful of the need to act responsibly when acquiring, storing, processing, sharing and disposing of information. The Data Protection Act and GDPR regulations do not prevent or limit the sharing of information, they provide a framework to ensure that it is done in a responsible manner.

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to LA children's social care.

If in any doubt about sharing information staff should speak to the DSL.

Fears about sharing information should not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Staff should discuss concerns with the DSL, DDSL or the most senior member of staff if they are unavailable. The person will then decide who else needs to have the information and they will disseminate it strictly on a need to know basis.

Wherever possible consent will be sought to share information, but where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care without consent; in most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

12 Allegations against members of staff, supply staff & volunteers

The Academy follows the guidelines that are firmly established in section four of KCSIE (2020). General guidance for whistleblowing can also be found on the Government website at www.gov.uk/whistleblowing/what-is-a-whistleblower and within the Academy Whistleblowing Policy.

The Academy has very clear guidance on the correct protocol / hierarchy of reporting such a disclosure based on the need for confidentiality. This is set out in the Appendix 3.

Staff are encouraged to raise concerns in which it is alleged that a teacher, member of staff (including volunteers and governors) or supply staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Should a member of the Academy staff find themselves in a situation whereby an allegation of abuse has been made against them, they should contact the Headteacher. Do not discuss the allegation

with other staff or approach the child. The Headteacher will consult the Appendix 3 of this policy document and will contact the Local Authority Designated Officer.

Allegations against the Headteacher should be referred to the Chair of Governors, who will contact the LA Safeguarding team for advice.

The NSPCC also has a dedicated 'whistleblowing' helpline 0800 028 0285. Staff may raise any concerns through this facility **as a last resort**, should they not feel comfortable with any part of the protocol laid out in Appendix 3.

Staff should not feel that awareness of these potentially serious issues detracts from developing positive relationships with children or spoils the enjoyment that is derived from the challenge and pleasure of working with them. Both incidents of abuse and allegations against staff are relatively rare. Staff should feel confident in the knowledge that they know the correct procedure and how the Academy will support them if they are involved in a safeguarding issue.

Supply staff

In some circumstances the Academy may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example supply teachers provided by an agency or business. In this event the Academy will follow the procedure in paragraphs 214-217 KCSIE 2020.

13 Peer on peer/child on child abuse

Peer on peer/child on child abuse features physical, emotional, sexual and financial abuse of a child/young person by another child/young person. This is most likely to include but not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Up skirting
- Sexting, also known as youth produced sexual imagery
- Initiation or hazing type violence and rituals

There is recognition of the gendered nature of peer on peer/child on child abuse, but the academy will respond in a similar way, regardless of the genders of those involved.

Sexual violence and sexual harassment

Further information on sexual violence and sexual harassment is available at: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Sexting:

Information and guidance based on the UKCCIS Sexting in Academies and Colleges guidance 2016 is available at:

https://www.gov.uk/government/publications/sexting-in-schools-and-colleges

Handling incidents of peer on peer/child on child abuse

The Academy may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with this safeguarding and child protection policy. Where an incident comes to our attention:

- the incident will be reported to the specific Academy Designated Safeguarding Lead (DSL) as soon as possible
- an initial meeting with the appropriate Academy staff will be held to:
    - establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
    - consider facts about the children involved which could influence a risk assessment.
- a meeting with the young person will be held (if appropriate)
- parents will be informed at an early stage

An immediate referral to Children's Social Care and/or the Police should be made if at the initial stage:

- the incident involves an adult
- the child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- if the sexual acts are unusual for the developmental age or violent
- children under 13 years are involved
- the child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then a decision will be made by the Headteacher or DSL if this matter can be dealt with without involving the Police or Children's Social Care although this will be subject to review. This decision will be recorded.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the children involved?
- Do the children involved have additional vulnerabilities?
- Does the child understand consent?
- Has the child taken part in this kind of activity before? Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient.

The DSL may in exceptional circumstances view the images with prior approval of the Headteacher and only where:

- it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents
- it is necessary to report the image to a website or agency to have it taken down
- a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Once a decision has been made not to involve the Police or Children's Social Care then images may be deleted but we will be clear that this is an appropriate action.

Where it is necessary to involve the Police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it to the Police.

Children's Social Care will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

14 Children missing education

The Academy operates a stringent attendance tracking system that is overseen by a member of the Leadership Team. The tracking and use of effective attendance management strategies enables the Academy to ensure every child is accounted for.

The Academy undertakes to tackle persistent absentees and reports on children who are persistently absent from school and the interventions and support being put in place in line with the Academy attendance policy

The Academy will only authorise leave of absence in exceptional circumstances. The Headteacher will determine the length of time that the child can be away from the Academy.

The Academy recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage.

The DSL will, as soon as a concern is established, alert the Local Authority. Attendance staff are trained to look out for these triggers and the academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff.

Student absence will be followed up on a daily basis as a matter of priority. If a child has a continued period of unexplained absence the academy will complete a home visit within 10 days. If the matter remains unresolved at this point the academy will contact the local authority children missing education team. For a student who is subject to a child protection plan the academy will notify children's social care if there is an unexplained absence of up to 3 days.

The admissions register at the academy is kept up to date. The local authority will be informed of **all** deletions as soon as the grounds for deletion are met, in line with the local authority guidelines.

No student will be removed from an academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

Statutory guidance can be found here:

https://www.gov.uk/government/publications/children-missing-education

Appendix 1 - Types of abuse – in accordance with KCSiE (2020)

Abuse: 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 in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children

Physical abuse, Emotional abuse, Sexual abuse and Neglect

Further descriptions on these forms of abuse is available at:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/

https://www.gov.uk/guidance/domestic-abuse-how-to-get-help

Domestic Abuse

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. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the contextof their home life where domestic abuse occurs between family members. 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 thefamily home as a result.

Honour-based abuse

Further information is available at:

https://www.gov.uk/government/news/help-for-victims-of-forced-marriage-and-honour-based-violence

Forced marriage:

Further information is available at:

https://www.gov.uk/guidance/forced-marriage

Prevent Duty and Radicalisation

Further information is available at:

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

Peer on Peer/child on child Abuse

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

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

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE):

Both CSE & CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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 may or may not be accompanied by threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Signs of CCE can include:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Signs of CSE can include:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant

Serious Violence

Indicators which may signal that children are at risk from, or are involved with serious violent crime may include increased absence from school, a change in friendships or relationships with older

individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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.'

Further information can be found at: https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Modern slavery

Further information can be found at: www.gov.uk/government/publications/how-to-report-modern-slavery/how-to-report-modernslavery

Modern slavery is a serious crime. It encompasses slavery, servitude, and forced or compulsory labour and human trafficking. Modern slavery victims can often face more than one type of abuse and slavery, for example if they are sold to another trafficker and then forced into another form of exploitation.

A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don't want to do.

Female genital mutilation (FGM)

Helping or encouraging FGM in any way is a criminal offence. All staff should speak to the DSL regarding suspicions of FGM. There is also a specific legal duty on teachers, who if in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 they must report this to the police.

Further information can be found at: https://www.nhs.uk/conditions/female-genital-mutilation-fgm/ and https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack

Appendix 2 - Further information/guidelines on good practice

Visiting Speakers

The Academy has:

- a formal invitation procedure, to include a clear outline by the speaker of their presentation in advance, and approval by the Headteacher
- appropriate suitability and background checks on the speaker and any organisation they represent, including an internet search
- an understanding that staff will be present during the visit including a member of the senior leadership team who will monitor the speech to ensure it aligns with the values and ethos of the Academy and British values

Peer Massage

Peer Massage involving adults to children and pupil to pupil is prohibited in the Academy. The only exception to this policy should relate only to those children where it is part of their EHCP – for example in special schools.

Where massage is part of a child's EHCP, staff must gain accreditation to carry out the practice and carry it out in accordance with the plan.

Children staying with host families/exchange visits

The Academy may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the Academy follows the guidance in KCSiE (2020) ensuring that hosting arrangements are as safe as possible.

Some overseas students may reside with host families in the UK. These parents, and all in the home over 18 years of age, will be subject to a no cost enhanced DBS with barred list check.

In the case of school-arranged homestays abroad, the Academy will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The Academy will consider, on a case by case basis, whether to contact the relevant foreign embassy of the country in question to ascertain what checks are necessary. The Academy will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Private fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is looked after for 28 days or more by someone who is not a close relative, legal guardian or person with parental responsibility. Close relatives *only* include parents, step-parents, aunts, uncles and grandparents. It is not private fostering if the child is 'looked after' by the Local Authority (also known as 'in care' and which includes placement in residential care, with an approved foster carer or a 'kinship' carer). Private fostering occurs in *all* cultures, including British culture, and children may be privately fostered at any age.

Examples of private fostering situations include:

- children and young people living apart from their families for a variety of reasons e.g. a parent is ill, has had to temporarily move for work or there has been conflict, separation or divorce
- children whose parents work or study elsewhere in the UK or overseas

- children sent to this country by their parents for education and health care
- young people living with the family of a boyfriend or girlfriend
- children on holiday exchanges

People become private foster carers for all sorts of reasons. Private foster carers can be a family friend, or someone who is willing to care for the child of a family they do not know, for example host families supplied by a Guardianship Organisation. If a host family is going to be caring for a child for 28 days or longer, they are classed as private foster carers and the Local Authority must be notified.

By law, the Local Authority must be informed about all private fostering situations. The child's parents, private foster carers and anyone else involved in the arrangement or who becomes aware of the arrangement, e.g. guardianship agencies, schools or health professionals are *legally required* to inform Children's Services. Children's Services have a legal duty[6] to make sure all private fostering arrangements are safe for the child. Once informed of the arrangement, they will check the suitability of private foster carers, make regular visits to the child and ensure advice, help and support is available when needed. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement s/he should raise this with the DSL. Where Children's Social Care are not already aware of the circumstances, the DSL should make a referral to them.

Further information is available at:

www.privatefostering.org.uk

www.ecpat.org.uk/News/dfe-training-for-foster-carers

Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the students' safety, welfare and education outcomes. For example, it will inform decisions about; responding to unauthorised absence or missing in education where there are known safeguarding risks, the provision of pastoral and/or academic support.

Looked after children

A child who is being 'looked after' by their Local Authority is usually known as a 'Child in Care' or a 'Looked After Child'. They might be living with foster parents or at home with their parents under an Interim Care Order granted to social care, or in residential children's homes, or other residential settings like schools or secure units.

A child who is adopted is **not** a Looked After Child. Occasionally, children are placed into Local Authority foster care under an Interim Care Order when an adoption breaks down and the adoptive parents relinquish the child. Once a Full Care Order is agreed, the child remains on long term foster care. The adoptive parents may or may not have continued contact with the child, depending on the situation and the emotional impact on the child.

An Interim Care Order will remain in place until care proceedings are concluded (within 26 weeks in most authorities). At the conclusion of care proceedings in any situation, the child will either stay in long term foster care (under a Full Care Order) until they reach the age of 18 years, return to their parents (usually under a Supervision Order), reside with other family members/friends (usually under a Special Guardianship Order), or in some cases be adopted. In all of the latter situations, it is most

usual for parents to have agreed contact arrangements with their child, most commonly three times per year.

A child may also have been placed in care voluntarily by their parents who are struggling to manage their children's behaviour, or meet their child's needs due to their own illnesses or disabilities (under section 20, Children Act 1989). In these cases, rehabilitation will always be the aim, but if this is not possible, the Local Authority will apply for an Interim Care Order and finally a Full Care Order. Usually, these parents will have continued contact with their child.

As a result of their experiences both before and during care, Looked After Children are at greater risk than their peers. Providing a secure, caring environment and enabling such children to develop strong, trusting and stable relationships with professionals is critical to their safety and wellbeing.

Appendix 3 - Formal Procedure in reporting a safeguarding / child protection incident involving Academy employees (including supply staff & volunteers)

1. Action to be taken by the individual

1.1 If an individual knows or suspects that some wrongdoing has occurred / is occurring regarding the safeguarding of children in or outside of the Academy, he or she should raise the matter immediately with the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead *if the former is unavailable*).

2. The protocol

2.1 As the first step, you should raise the concern with an appropriate designated person, which would normally be the Designated Safeguarding Lead, who would then take / escalate appropriate action.

There are three exceptions to this course of action;

2.1.1 If you believe that the Designated Safeguarding Lead is involved in the concern, then the Headteacher should be approached when making the initial disclosure, who would then take the appropriate action.

2.1.2 If you believe that the Headteacher is involved in the concern, then the Chair of Governors should be approached when making the initial disclosure, who would then take the appropriate action.

2.1.3 If you believe that an Executive Headteacher is involved in the concern, then the Chief Executive Officer of the Trust should be approached when making the initial disclosure, who would then take the appropriate action.

2.2 If the safeguarding disclosure is such that you do not feel able to raise it with someone connected to the Academy, then you would need to refer to the LADO.

2.3 Safeguarding Concerns against a member of Academy staff may be raised verbally or in writing, but it is preferable for an allegation to be set out in writing to the correct person in the reporting hierarchy (as set out above). It is important, however, that when the concern is raised, you make it clear that the issue is being raised under the safeguarding policy and why you feel this is in the public interest.

2.4 You will be asked to provide as much information as you can to the person who you contact, so that they can be satisfied that there are sufficient grounds for concern.

2.5 If you wish to raise the safeguarding concern in confidence, this must be made clear to the designated person who is initially contacted.

2.6 If you have raised the issue verbally then you may be asked to put your safeguarding concerns into writing at a later stage.

2.7 You may not know how or when the matter has been investigated or a conclusion reached. The confidentiality is likely to remain with the Designated Safeguarding Lead and / or Academy Leadership Team.

2.8 The Designated Safeguarding Lead and / or the Academy Leadership Team will also notify the person who is the subject of the disclosure of the concern. Upon receipt of the information, this individual will be able to respond to the concern(s) raised.

2.9 The Academy will meet its legal duty to notify the DBS where a person has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child.

3 Additional guidance

3.1 There are circumstances under which maintaining complete confidentiality may be difficult for the Designated Safeguarding Lead(s) / Academy Leadership to maintain. For example:

- if the safeguarding matter leads to a legal procedure and evidence is required by the court.
- if the safeguarding matter raised comes within the remit of another incident and the staff member who originally disclosed the concern is asked to provide a signed statement as part of the evidence, thus revealing their identity.

4. Procedure – alerting outside bodies

4.1 An individual should always, in the first instance, look to initially defer to an appropriate designated person in the organisation about any potential safeguarding breach, as outlined above.

4.2 If the individual is not satisfied with the response given, they are entitled to contact a relevant external body to express the concerns – in the case of safeguarding disclosures, this would be the LADO.

4.3 In doing this the individual should;

- have a reasonable belief that the safeguarding disclosure is based on correct facts
- have a reasonable belief it is in the public interest to make the disclosure

4.4 If there is evidence of criminal activity, then the designated investigating officer should inform the police. The Academy will ensure that any internal investigation does not hinder a formal police investigation.

5. Investigating allegations against staff (inc supply staff & volunteers)

5.1 It is essential that any allegation of abuse made against a teacher, or other member of staff including supply staff and volunteers in the academy is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

5.2 The following definitions should be used when determining the outcome of allegation investigations:

-Substantiated: there is sufficient evidence to prove the allegation

-Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

-False: there is sufficient evidence to disprove the allegation.

-Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term does not imply guilt or innocence.

-Unfounded: to reflect cases where there is no evidence or prior basis which supports the allegation being made.

5.3 Where an allegation has been made against a member of staff the LADO will be contacted for advice and guidance. Suspension will be considered only in a case where there is cause to suspect a child or other children in the academy is/are at risk of serious harm or the case is so serious that it might be grounds for dismissal.

5.4 Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within 1 working day, giving reasons as appropriate, for the suspension including the name and contact details of the person identified within the academy who will be on hand to support them.

5.5 The accused person will be informed of the allegation as soon as practically possible.

5.6 Allegations of abuse against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse should also be referred to the police.

5.7 Any investigation will be managed under the relevant disciplinary policy.
5.8 All investigations will remain confidential unless otherwise required.
5.9 Individuals will be advised to contact their trade union representative for support.
5.10 The academy will be required to inform the parents of any child involved in any allegation of abuse as soon as possible.
5.11 The academy will aim to resolve all allegations within 12 months, but ideally within 3 months.
5.12 Should the LADO or police inform the academy that a case is complete or closed, the DSL and headteacher will decide whether further action, including disciplinary procedures are required.
5.13 Settlement agreements will not, under any cirumstances, be offered to accused members in exchange for the academy not pursuing disciplinary action or not meeting its legal duty.
5.14 Proven malicious and unsubstantiated claims may lead to disciplinary proceedings against the accuser at the discretion of the headteacher.

6 Safe Staff and Supporting Staff

6.1 Safer recruitment processes will be followed in accordance with DfE Keeping Children Safe in Education 2020 and will be detailed in the Academy Safer Recruitment Policy.
6.2 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our staff code of conduct policy. This includes contact between staff and children outside the work context
6.3 In the event of any complaint or allegation against a member of Academy staff, the Headteacher (or Designated Safeguarding Lead), will be notified immediately. If it relates to the Headteacher, the Chair of Governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO), the police and HR colleagues
6.4 Staff may find some of the issues relating to child protection upsetting and may need support which will be provided by the Academy and through the Human Resources Team. Advice and support will be made available by the LADO and HR where appropriate to the Leadership Team.
6.5 This policy complements and supports a range of other policies, all of which can be found on the academy website.

These include:

- Attendance Policy
- Behaviour Policy
- Special Educational Needs & Disabilities Policy
- Sex and Relationships Education Policy
- Equality Policy
- Safer Recruitment Policy
- Staff Code of Conduct Policy
- ICT Acceptable Use Policy

In addition to these Academy over-arching policies, individual academies may have other protocols or policies on, for example, use of social media and physical handling which may inform the safeguarding policy.

Appendix 4 – Procedure for Reporting a Disclosure

A child may approach any member of staff on their own, with a friend, or on behalf of a friend. It is important to speak to the pupil concerned alone.

During the conversation with the child:

- Firstly, ensure that the environment is correct and the conversation is confidential
- When speaking directly with a pupil making a disclosure, it should be recorded in hard copy in the first instance
- Always believe the pupil and take the matter seriously, even if what is heard sounds unlikely. It may have taken time and courage to speak to an adult. If it is found to be not entirely true, the pupil still needs help and support
- Speak to the child in a quiet place straight away. Arrange emergency cover for duties if required. Request support from the DSL/DDSL or Senior Leadership Team if necessary. Use the nearest office/quiet space, preferably with a telephone and the Academy Safeguarding Incident Form. This disclosure will be reported up to the DSL
- Stay calm. Reassure the child
- Listen carefully and make notes. Only prompt the child by asking open questions e.g. What happened after that? What did he do then? How did that make you feel? Write notes using the pupil's own words/descriptions. Do not put words in the child's mouth and avoid leading questions/extensive questioning
- Take as much time as the child needs. Expect and respect silences
- Reassure the child that they have done the right thing. Helpful phrases are: 'It's not your fault. I am sorry this has happened to you. I am glad that you have told me. I will make sure that you get help'
- Make sure the child understands that this information will need to be passed on to someone else in order to help them. This will only be on a 'need to know' basis; it will be confidential to as few people as possible
- Explain the role of the DSL to them
- Ensure any questioning is of an 'Open Nature', do not lead the child with regular questioning

What not to do:

- Do not delay speaking to the child
- Do not promise to keep secrets. 'Confidential' = 'need to know' basis
- Do not ask leading questions e.g. Did she hit you? Were you afraid?
- Do not interpret events when making notes
- Do not investigate further, refer to the DSL

Afterwards

All staff must inform the DSL/DDSL by completing a disclosure form every time a safeguarding concern is raised.

Appendix 5: Safeguarding protocols during Coronavirus (Covid-19) and the enforced closure/partial closure of schools

This addendum applies during the period of enforced school closure due to COVID-19 and reflects updated advice from our 3 local safeguarding partners (Nottinghamshire City Council, Nottinghamshire Police, Nottinghamshire Clinical Commissioning Group).

It sets out changes to our normal child protection policy in light of the DfE guidance Coronavirus: safeguarding in schools, colleges and other providers and should be read in conjunction with that policy.

Due to the enforced closure/partial closure, as a consequence of COVID-19, business at the academy is essentially different to usual, however a number of important safeguarding principles remain the same:

· With regard to safeguarding, the best interests of children must always continue to come first

· If anyone in school has a safeguarding concern about any child they should continue to act and act immediately

· A DSL or deputy should be available

· It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children

· Children should continue to be protected when they are online.

What should staff do if they have concern about a child?

The existing policy is still relevant. All concerns about a child should be referred to the DSL. If the DSL is not present on the school site, then staff must contact them at home. (see table on p10 for contact details). All staff should act on safeguarding concerns with the same continued importance. When deciding the best course of action the flow diagram from KCSIE (2020) p12 in the policy should still be used.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations made against staff or volunteers attending the Academy are dealt with thoroughly and efficiently and in accordance with section four of KCSIE (2020). See also section 12 on p20 of the child protection and safeguarding policy.

What if the DSL is unavailable?

If the DSL is unavailable, then the referral should be made to a member of the designated safeguarding team (see table on p10). If it is the case that members of the team are also unavailable, then the headteacher should be contacted. If you are unable to make contact with any of the above and you have urgent concerns for a child, then you should call 0115 876 4800 (C&F D) If you require an urgent response outside of working hours (08:30-17:00), contact the Emergency duty Team on 0115 876 4800. The contact for the LADO is: Lisa Hurst (0115 8762042) and Karen Shead (0115 8764725).

Supporting children who are categorised as vulnerable

Vulnerable children include those who have a social worker and young people up to the age of 25 with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Vulnerable children's attendance to school is expected if the school remains partially open, where it is appropriate for them (that is, where there are no shielding concerns for the child or their

household, and/or following a risk assessment for children with an EHCP), so that they can gain the educational and wellbeing benefits of being in school.

Students identified as vulnerable and who have elected to not attend school during a partial closure period, will be subject to regular monitoring from staff in the Academy, overseen by the DSL. Where possible staff should try and speak directly to students to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

For students not identified as vulnerable but who may be under the care of the pastoral team and sit on the fringe of this group, staff should monitor their welfare through regular checks. If they are not attending school during a partial closure period, this should be through phone calls made by staff at the school. All calls should be logged centrally and any concerns brought to the attention of the DSL immediately.

Reporting Attendance

From 1 September 2020 schools should take the attendance register according to the guidance set out here: https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year.

This allows a record of attendance to be maintained. Academies should follow up with any parent who has arranged for their child/children to attend school and the child/children subsequently do not attend. In all circumstances where a vulnerable child stops attending school, staff at the Academy should contact their social worker.

When schools are fully open, parents and carers could be penalised if their child does not attend educational provision without good reason.

Ensuring safeguarding provision when schools amalgamate to create 'hubs'

If schools in the trust (or from the LA) decide to merge to create hubs during the enforced closure, it will be important that the Academy whose students are attending another setting do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. For looked after children, any change in school should be led and managed by the VSH with responsibility for the child. As a minimum the receiving institution should have access to a child's social worker (and for looked after children, who the responsible VSH is). This should ideally happen before the student arrives and, where that is not possible, as soon as is reasonably possible. Any exchange of information should be between the DSL and/or SENDCo and/or relevant senior leader.

Staff training and induction

DSL's (and deputies) should continue to keep abreast of safeguarding developments such as via safeguarding partners, newsletter and professional advice groups and ensure their training is up to date.

All current school staff have received safeguarding training and have read Part One and Annex A of KCSIE (2020). When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with the Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

· The individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting nothing resulted from those checks that provided any cause for concern

· There are no safeguarding investigations into the conduct of that individual

· The individual remains suitable to work with children.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the Academy or gain access to children.

When recruiting new staff, we will continue to follow the Safer Recruitment Policy Safer Recruitment Policy

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 183 to 188 of KCSIE (2020). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record during these measures to ensure we have this awareness. (p164-171 KCSIE 2020)

Mental Health

Updated guidance on mental health has been released to help schools to identify children who might need additional support at this time, and to put this support in place. https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 Support for students in the current circumstances can include existing provision in the school or from specialist staff or support services.

For students continuing to work at home teachers should be aware of the impact the current circumstances can have on their mental health, including when setting expectations of students work. Guidance has been released on remote education practices https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19

Peer on peer/child on child abuse

We recognise that children can abuse their peers & other children and staff are clear about the school's policy and procedures regarding this. All peer on peer/child on child abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the site during these measures.

Our staff will remain vigilant to the signs of peer on peer/child on child abuse and will follow the process set out in the Child Protection Policy (p24).

Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and for students in school our filtering and monitoring software remains in use during this time to safeguard and

support children. Contingency plans are in place in the event of IT staff becoming unavailable to ensure that the monitoring of IT provision is maintained.

Where staff are interacting with students online through live lessons and other aspects of remote learning they will continue to follow our IT acceptable use policy and adhere to the guidance documents on safe use of video conferencing. Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will report that concern to the DSL or to a deputy DSL as they would with all safeguarding concerns.

Parents will be advised of different links that are available to them to support them in helping to keep their child safe online:

· Thinkyouknow (advice from the National Crime Agency to stay safe online)

· Internet matters

· Parentinfo

· LGfL

· Net-aware (advice from the NSPCC)

· Childnet

· Let’s Talk About It

· UK Safer Internet Centre