



Excalibur Academies Trust Safeguarding and Child Protection Policy and Procedures

XXXXXXXXX Academy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual			

Ratification

Role	Name	Signature	Date
Chair of Governors			
Principal			

Details of Policy Updates

Date	Details

Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal			
Designated Safeguarding Lead (DSL)			
Deputy DSL (DDSL)			
Nominated Governor			
Chair of governors			
Designated teacher for Looked After Children			
EAT Board member responsible for safeguarding			

Wiltshire essential contact details

Children's Social Care referrals to Multi-Agency Safeguarding Hub (MASH)	0300 456 0108
Out of hours	0845 6070 888
If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police	999
Wiltshire Designated Officer For Allegations (DOFA):	01225 713945
Early Help Single Point of Entry	01225 718230

Bristol essential contact details

Children's Social Care referrals: First Response	0117 9036444
Out of hours, call the Emergency Duty Team	01454 615165
If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police	999
Local Authority Designated Officer : Nicola Laird	01179037795
Early Help North East / Central	0117 352 1499 0117 941 5886

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PART I: Policy

1. Definitions

Safeguarding is defined as: protecting children and young people from maltreatment; preventing impairment of children and young people's health or development; ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children and young people to have the best outcomes Keeping Children and young people Safe in Education (KCSIE), 2016)

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

2. Introduction

We believe that safeguarding and promoting the welfare of children and young people is **everyone's** responsibility.

In order to fulfil this responsibility effectively, all professionals will adopt a child-centred approach. This means always considering what is in the **best interests** of the child.

Everyone who comes into contact with children, young people and their families has a role to play in identifying concerns, sharing information and taking prompt action.

[Name of academy] is committed to safeguarding and promoting the welfare of children and young people by:

- The provision of a safe environment in which children and young people can learn.
- Fulfilling our statutory (legal) responsibilities to identify children and young people who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by [Name of academy] will be in accordance with:

- **Current legislation:** Children Act 1989 and 2004; Education Act 2002 and 2011 and Education and Inspection Act 2006
- **Statutory guidance:**

Working Together to Safeguard Children (2015), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of academies.

Keeping Children Safe in Education (2016) is statutory guidance issued by the Department for Education to which all schools, academies and colleges must have regard when carrying out their duties to safeguard and promote the welfare of children and young people.

The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children and young people's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in the appendices.

- a child's welfare should follow the referral processes set out in Appendix B

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff
- Anti-Bullying
- Behaviour
- E-Safety
- Self-Harm
- Policy on Supporting Children and young people in Care
- Attendance

[This list to be amended to reflect the policies in the academy]

3. Overall Aims

This policy will contribute to the safeguarding of pupils/students at **[name of academy]** by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the academy, built on mutual respect and shared values.
- Teaching children and young people about safeguarding, including online, through teaching and learning opportunities, as part of broad and balanced curriculum
- Alerting staff to the signs and indicators of safeguarding issues
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face by helping them address concerns at the earliest possible stage
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.
- Working in partnership with pupils/students, parents and agencies to keep children and young people safe.

4. Creating a Culture of Safeguarding

All staff at **[name of academy]** have a role and responsibility to safeguard children and young people. We advise staff to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

4.1 All adults in the academy should:

- ✓ Be alert to issues affecting children and young people's welfare.
- ✓ Identify concerns early and provide help for children and young people to prevent concerns from escalating.

- ✓ Bring any concerns promptly to the attention of the academy's Designated Safeguarding Lead.
- ✓ Ensure all staff are aware of the process and principles for sharing information within the academy.
- ✓ **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B

4.2 The role of the curriculum

Pupils/students will be provided with opportunities to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Key areas such as self-esteem, emotional literacy, assertiveness, sex and relationship education, e-safety and bullying will be addressed. Pupils/students should feel safe, have a voice, and feel listened to.

4.3 Related policies and procedures

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities, handling, positive behaviour, school trips, visits and exchanges will be linked to ensure a whole academy approach.

4.4 Identification of those at increased risk, or with additional safeguarding needs

Certain groups of pupils within academy are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include children and young people in care, young carers, those living in households where there is domestic abuse, and or substance misuse etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measure put in place to support their needs.

5. Responsibilities of individuals and groups

6.1 All staff will:

- Be familiar with this safeguarding policy, and read and understand Part One of **Keeping Children Safe in Education (KCSIE) (September 2016)**
 - Be subject to Safer Recruitment processes and checks on commencing work with the Academy. This includes supply staff, contractors, and volunteers.
 - Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
6. Be alert to signs and indicators of possible abuse and issues affecting children and young people's welfare.
 7. Identify concerns and provide help for children and young people and young people to prevent concerns from escalating.
 - Know what to do if a child tells them he/she is being abused or neglected.
 - Record concerns and give the record immediately to the DSL
 - **If a child is in immediate danger or is at risk of harm a referral should be made to children and young people's social care and/or the police immediately.** Anyone can make a referral. If a referral is not made by the DSL, the DSL must should be informed of this as soon as possible afterwards.
 - Participate in regular, appropriate safeguarding and child protection training
 - Personally report to the police cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out.
 - Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism
 - Complete a self-declaration form in addition to the enhanced DBS if employed in provision covered by the Childcare Regulations 2009 and within the scope of Disqualification under the Childcare Act 2006

6.2 Academy Principals will:

- Act as DSL or appoint a senior leader to the role
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training .
- Ensure all staff have access to this policy and Part One of **Keeping Children and Young People Safe in Education (KCSIE) (September 2016)**
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings)
- Ensure all staff are aware of Whistle blowing procedures so they can take action if concerned about safeguarding practice within the academy.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training, in line with Academy Staffing (England) Regulations 2009.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy as recommended in **Keeping Children Safe in Education 2016**

6.3 The Designated Safeguarding Lead (DSL) will:

- Be a senior leader in the academy
- Take lead responsibility for safeguarding and child protection within the academy
- Participate in appropriate training at least every two years. Where possible, this will be multi-agency training.
- Participate in Prevent training, provide advice and support to staff on protecting children and young people from the risk of radicalisation and extremism.
- Work with the DDSL and /or other members of the academy's safeguarding team to promote safeguarding and child protection in the academy.
- Offer support to any staff dealing with cases or situations which cause distress. Seek outside support if necessary.

6.4 Local Governing bodies will:

- Ensure adequate training for themselves and academy staff takes place in line with local Safeguarding Children Board and national guidelines.

- Appoint a named governor for Child Protection who liaises closely with the DSL and collaborates in producing an annual report for governors and the annual safeguarding audit for the local authority if required.
- Monitor the work of the academy in implementing this policy at a strategic level .

6.5 The EAT board will:

- Annually review and update this policy
- Have an overview of safeguarding and child protection issues across the Trust
- Support Principals and LGBs in implementing and monitoring this policy.

Part 2: Procedures

1. Children in Care/Looked after children

In situations where a child in care may be put on to part time timetable, the academy will consult with the [Hope Virtual Academy Bristol](https://www.bristol.gov.uk/academys-learning-early-years/resources-professionals/attendance-and-exclusions) and complete the proforma found at <https://www.bristol.gov.uk/academys-learning-early-years/resources-professionals/attendance-and-exclusions>

Or in Wiltshire: Virtual School for Looked After Children 01225 771679 - See more at: <http://www.wiltshire.gov.uk/children-young-people-contact#sthash.eMc4pop9.dpuf>

2. Exclusions

When the academy is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil/student who is the subject of a child protection plan or where there is an existing child protection file, we will consult any professionals and/or agencies working with the child and their family to determine the best course of action. Exclusions will be avoided where possible and alternative sanctions used if the child will be put at risk through exclusion.

3. Female Genital Mutilation Reporting Guidance

Mandatory reporting of known cases:

Phone 101 (999 if the child is in immediate risk of harm). It is also good practice to phone [First Response/ MASH](#) to notify of this.

- **If there is a suspicion that FGM is going to take place, or has taken place** contact parents and discuss the following: **who is going, where are they going, when are they coming back, who are they going to visit, what is the purpose of the visit?**
- All requests for extended leave or circumstances where a child is known to be going to a practising country of origin for the summer holidays should be reported to [First Response/MASH](#)

A girl is at higher risk if:

- She has a parent from a practising community;
- She and her family have a low level of integration into a community;

- The mother or any sisters have experienced FGM;
- She is withdrawn from her peers and social group;
- She has talked about, or you know about, the arrival of a female family elder;
- She talks about it to other children and young people ;
- She refers to a ‘special procedure’ or ‘special occasion’ or ‘become a woman’;
- She is out of the country for a prolonged period (holidays of 6 weeks to two months or more);
- She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too).
- **Prior to referring to Social Services**

An explicit conversation with the parent will take place about FGM, highlighting that the practice is illegal in this country and is classified as child abuse. UK law protects British nationals abroad so it is also illegal to take girls abroad to perform FGM. Please record the parent’s response and reactions to this. Parents should also be notified that Social Care will also be contacted. It is good practice to seek consent to share this information. However, if a parent refuses, notify the parent that this is your professional duty to inform Social Care

- **What happens next?**

Social Workers will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed.

<p>Additional information for teachers: FGM Mandatory Reporting Duty</p>

<p>By law, teachers must report to the police any ‘known’ cases of FGM in under 18s.</p>

4. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Academy staff should follow the academy's 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 their going missing in future.

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

5. Prevent

As with other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children and young people who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

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 academies 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. To make a referral, complete the referral form and send it to the Police Prevent Team at: ChannelSW@avonandsomerset.pnn.police.uk in Bristol

For advice and guidance in making a referral or about a student causing concern: Tel. 01179 45536/9 – also contact First Response.

In Wiltshire, **The LSCB Referrals Procedure** should be followed. A multi-agency assessment meeting (MASH) will determine the appropriate response and level of support to the family. Consideration of referrals to the Channel programme may be appropriate in some cases

6. Allegations of abuse made against other children: peer on peer abuse

At XXXX we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting.

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Staff are expected to report incidents of peer to peer abuse as any other behaviour incident. These will be logged on SIMS and monitored in by the Assistant Vice-Principals with responsibility for pastoral welfare of students.

Through the curriculum we help young people to develop positive values, to understand difference, diversity, tolerance and inclusion, to understand the many different forms of bullying, how bullying affects people and how to protect themselves from bullying. These messages are conveyed through school assemblies, PSHE (Personal, Social and Health Education) and other areas of the academic and social curriculum.

A restorative justice approach is concerned with affecting change through discussion. It can help staff, young people and the wider community to reflect on what has happened, who has been affected and agree on ways to move forward.

- If there is a safeguarding concern the DSL should be informed, and will decide on any appropriate action.
- A record will be made in line with advice from the record keeping section of this policy.

7. Sharing of Information

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children and young people, if unsure staff should contact the DSL to discuss.

8. Responding to disclosures: guidance for staff (Wiltshire)

DO:

- Take the child to a private and safe place, but ensure another adult knows you are alone with a student and you can be seen from the door.
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child what you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
 - **T**ell me
 - **E**xplain
 - **D**escribe
 - Or use the mirroring technique:
i.e. "My dad hit me last night"; respond by "Your dad hit you last night?"
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.
- Ensure the child/young person gets the appropriate support following the disclosure.

DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.

Dealing with a Disclosure of Abuse (Bristol)

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.

- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Refer - Record

9. Early Help

At XXXX whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.

The [Revised Multi-Agency Thresholds for Safeguarding Children](#) (December 2014) document supports schools and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

Therefore the school will consider the following:

- Undertake an assessment of the need for early help;
- Provide early help services e.g. school nurse, student manager, SENCO, parent support advisor, breakfast club, homework club;
- Refer to appropriate services e.g. CAMHS etc.

Early Help Single Point of Entry: 01225 718 23 (Wiltshire).

Appendices

Appendix A

I. Key Documentation, procedures and guidance

- Keeping Children and young people Safe in Education” (2016)
- What to do if you’re worried a child is being abused” (2015),
- Working Together to Safeguard Children and young people” (2015)
- Designated teacher for looked after children and young people” (2009)
- Prevent Duty Guidance for England and Wales” (2015).
- Information sharing: Advice for practitioners providing safeguarding services to children and young people, young people, parents and carers (2015).
- The Teachers’ Standards 2012
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
Safeguarding children
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf
- Listening to and involving children and young people and young people “(2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2015)
- Children and young people missing education (2013)
- Parental responsibility measures for behaviour and attendance (2013)
- Academy exclusion (2015)
- Multi-agency statutory guidance on female genital mutilation (2016)
- Promoting the education of looked-after children and young people (2014)
- Supervision of activity with children and young people (2012)
- Disqualification under the Childcare Act 2006 (2015)
- Education for children and young people with health needs who cannot attend academy (2013)
- Inclusive schooling: children and young people with special educational needs (2001)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)

2. Whistleblowing

Although it is a difficult decision to make, there may be times when those working with young children will want to report to Ofsted their concerns about the safeguarding practices and procedures of other professionals/ volunteers working with children.

You can get free, confidential advice from the independent whistleblowing charity Public Concern at Work ; they can help you to decide whether and/or how to raise your concern.

You can call on 020 7404 6609 or email [helpline@ pcaw.co.uk](mailto:helpline@pcaw.co.uk)

For further information, go to the Public Concern at Work website www.pcaw.co.uk which includes guidance on whistleblowing

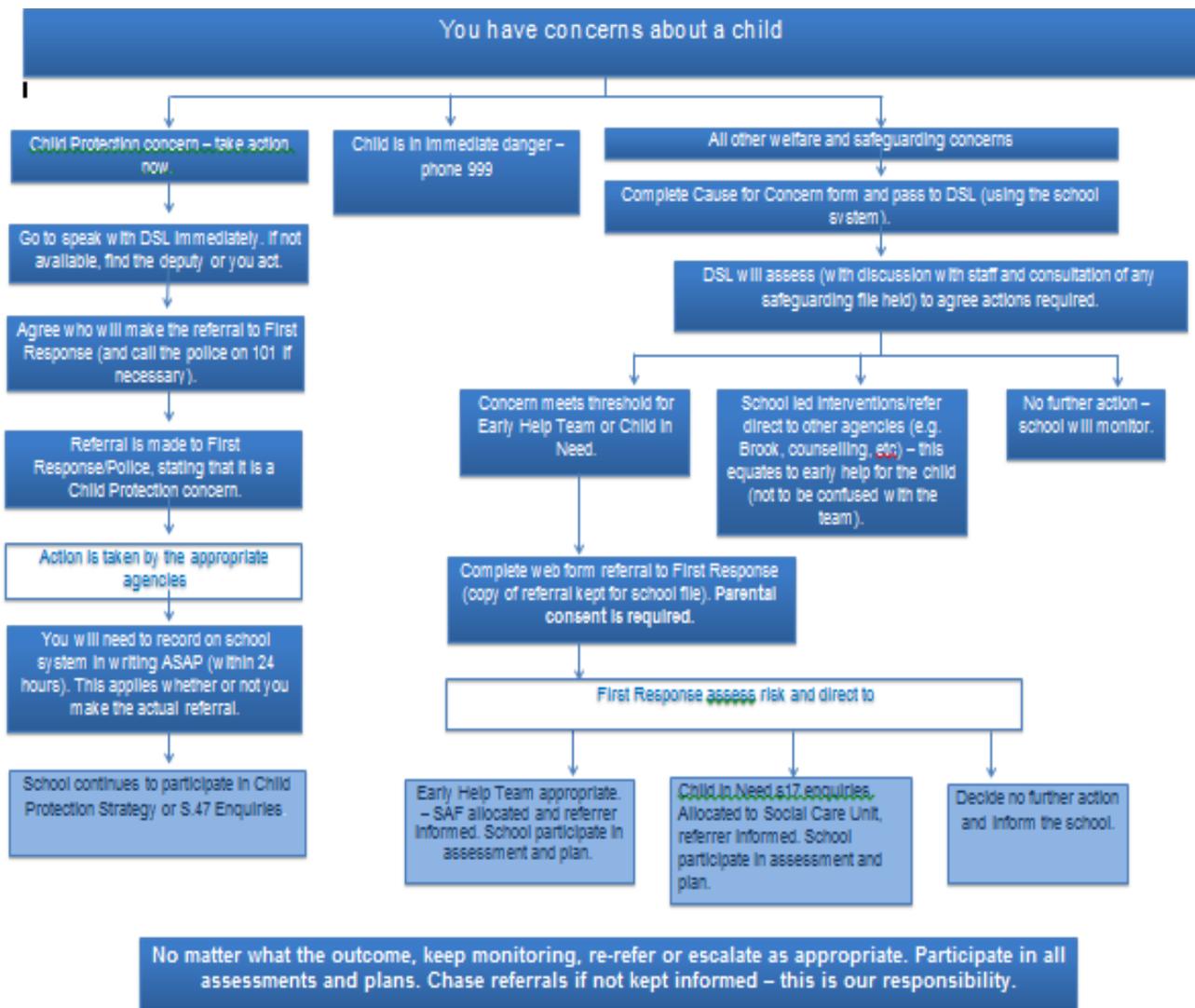
Read the EAT whistleblowing policy and raise your concerns with your employer.

If the issue is not resolved, contact the Ofsted hotline on:

- 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- Email at whistleblowing@ofsted.gov.uk
- Alternatively contact the NSPCC whistleblowing helpline on : 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Appendix B

Reporting Concerns Flow Chart - (Children and young people living in **Bristol**)



Appendix B Bristol

If you have concerns about a child...

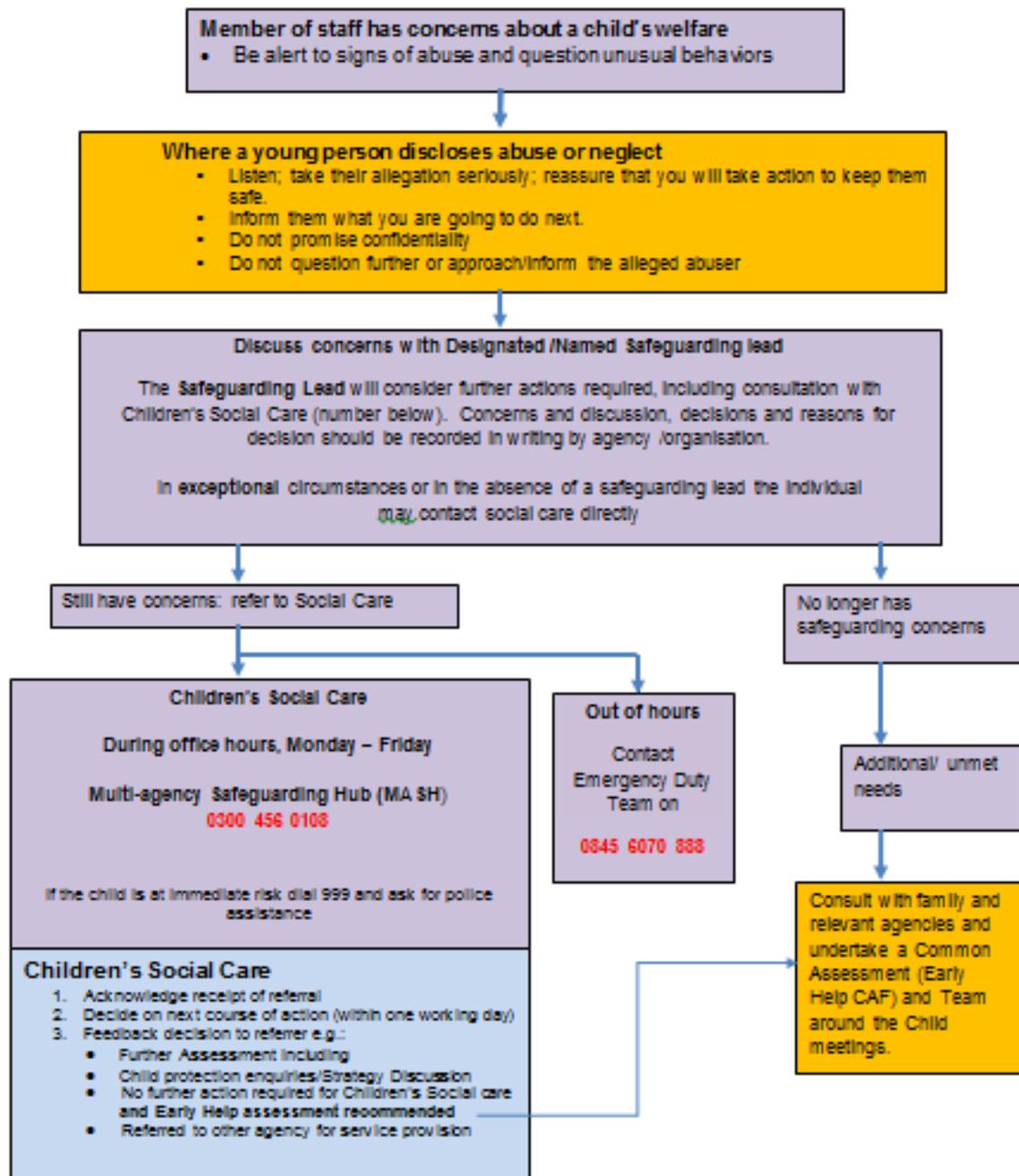
If a child is at immediate risk call the POLICE	POLICE 999			
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response	FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 815 185)			
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).	FIRST RESPONSE https://www2.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern			
To raise concerns and ask for advice about extremism (also contact First Response).	PREVENT DUTY 0117 9455536 channelsw@avonandsomerset.pnn.police.uk			
For advice and guidance about whether to make a referral.	EARLY HELP (N) 0117 3521499 EARLY HELP (E/C) 0117 9415886 EARLY HELP (S) 0117 9037770			
For information, advice and guidance in relation to safeguarding policy and procedures.	Schools Safeguarding Advisors <table border="1" data-bbox="566 1422 1232 1538"><tr><td data-bbox="566 1422 774 1538">North Lesley O'Hagan 0117 9223798 07901102852</td><td data-bbox="805 1422 1013 1538">East/Central Henry Chan 0117 9224282 07484988157</td><td data-bbox="1045 1422 1232 1538">South Esther Lambert 0117 9222832 07484988158</td></tr></table>	North Lesley O'Hagan 0117 9223798 07901102852	East/Central Henry Chan 0117 9224282 07484988157	South Esther Lambert 0117 9222832 07484988158
North Lesley O'Hagan 0117 9223798 07901102852	East/Central Henry Chan 0117 9224282 07484988157	South Esther Lambert 0117 9222832 07484988158		

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer (LADO) Nicola Laird 0117 9037795
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WILTSHIRE SAFEGUARDING CHILDREN BOARD

What to do if you are worried a child is being abused or neglected



This flowchart is intended for use as a brief guide. Please refer to the **DfE** Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirelscb.org

Appendix C: Types of abuse and neglect

1.1 Abuse and neglect is defined as:

‘ The maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm.’

- Children may be abused by an adult or adults or by another child or children.
- Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- The following definitions of abuse and neglect are set out in **Working Together to Safeguard Children (2016)**. The ultimate responsibility to assess and define child abuse is that of the Police and Children’s Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children.
- Where we have concerns that a child or young person may be at risk of abuse and neglect we must take appropriate action as early as possible.

1.2 Physical, sexual, emotional abuse and neglect

<p>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.</p>	<p>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 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</p>
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	<p>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.</p>
<p>Sexual abuse: involves forcing or enticing a child 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 and young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children and young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children and young people.</p>	<p>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 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 and young people frequently to feel frightened or in danger, or the exploitation or corruption of children and young people. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>

1.3 Further Child Protection and Safeguarding issues

<p>Child Sexual Exploitation (CSE) and Trafficking involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or simply affection) as a result of engaging in sexual activities. It can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. In a CSE situation there is an imbalance of power in the relationship. The perpetrator holds power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. also NB: some young people who are being sexually exploited do not exhibit any external signs of this abuse.</p>	<p>Female Genital Mutilation (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. (See Keeping Children Safe in Education Annex A)</p> <p>Teachers have a legal duty to report any cases of FGM of which they become aware.</p> <p>See Part 2, page 11 for guidance.</p>
<p>Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members, regardless of gender or sexuality. This can happen to teenagers engaged in abusive relationships</p>	<p>Forced marriage: This is where coercion and force are used and the marriage is not based on free choice. It affects both males and females. It is not the same as an arranged marriage.</p>
<p>Drugs. As part of academy’s duty to promote pupils’ wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities and to support the Government’s drug strategy (2010) to provide information, advice and support to pupils via the curriculum</p>	<p>Faith abuse. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.</p>
<p>Gangs and youth violence. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the academy</p>	

<p>environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.</p>	
<p>Radicalisation: The academy is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the academy.</p>	<p>Private Fostering means a private arrangement made for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children and young people Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.</p> <p>Any private fostering arrangement of which we become aware must be referred to Children ‘s Services. Children’s Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.</p>
<p>Online Sexual Abuse The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children and young people online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child’s immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can</p>	<p>Attendance Academies must: monitor pupils’ attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of pupils who are regularly absent or who have missed 10 school days or more without permission. Academies must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on an academy roll are not necessarily missing education but academies should monitor attendance and address it when it is poor. Academies also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences.</p>

<p>also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.</p>	
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Additional information about key safeguarding areas can also be found in Keeping Children and young people Safe in Education - Annex A (2016).

Appendix D: Specific duties of the DSL

- **Managing referrals** to other agencies: the local authority children and young people’s social care service in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Working with other agencies** to fulfil statutory responsibilities in relation to children and young people, and young people subject to a child protection plan by attending or sending a representative to child protection conferences and implementing the multiagency child protection plan. Liaise with the Local Authority Designated Officer (LADO) where there are concerns or allegations about a member of staff or volunteer at the academy. If there is an allegation against the Principal, the Chair or Vice Chair of Governors will liaise with the LADO/DOFA
- **Undertaking Training** to ensure they, and any deputies have the knowledge and skills required to carry out the role.
- **Raising Awareness** to ensure safeguarding and child protection policies are known, understood and used appropriately within the academy. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the academy.

- **Managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with local Safeguarding Children and young people's Board guidance.

A more detailed description of the role of the DSL is explained in **Keeping Children and young people Safe in Education (2016)** – Annex B

Appendix E : Online safeguarding training for specific issues

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk

New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation