

AQUINAS Church of England Education Trust

"Life - Transforming - Learning"

Policy Title:	Safeguarding and Child Protection Policy
Responsibility:	Chief Executive Officer
Review Body:	Board of Trustees
Date:	September 2020
Review:	September 2021

CONTEXT

The Aquinas Church of England Education Trust (the Trust) is committed to a moral and statutory responsibility to safeguard and promote the welfare of all learners. It acknowledges the duty placed on it to exercise its functions with a view to safeguarding children who are learners at its academies by virtue of section 157 of the Education Act 2002 and section 40 of the Childcare Act 2006.

The Trust acknowledges:

- The important role it and Trust's academies play in the wider safeguarding system for children and young people.
- That safeguarding and promoting the welfare of children and young people is everyone's responsibility.
- The best interests of the child or young person are paramount.

The implementation of this policy applies to all staff, trustees, members of Aquinas Advisory Councils, volunteers, visitors, students and anyone working on behalf of the Trust. The purpose of this policy is to:

- Develop a culture of child protection at all academies whereby all staff and volunteers appreciate that the safeguarding of children is everyone's responsibility.
- Protect children and young people who attend a Trust academy.
- Provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

The Trust believes that a child or young person should never experience abuse of any kind.

The Trust has a responsibility to promote the welfare of all children and young people and to keep them safe. Children who are and feel safe make more effective learners. We endeavour to provide a safe and welcoming environment where children are respected and valued. The Trust is committed to practising in a way that protects them. Each academy will ensure that the welfare of learners is given paramount consideration when developing and delivering all academy activities.

LEGAL FRAMEWORK

The policy has been drawn up on the basis of the law and guidance that seeks to protect children, namely:

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.

- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (2020)
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2018.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018.
- Education Act 2002.
- The Children (Private Arrangements for Fostering) Regulations 2005
- Common Assessment Framework for Children and Young People 2007.
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCP interagency child protection and safeguarding procedures
- Use of Reasonable Force – DfE Guidance (2013)
- Children missing education Statutory guidance for local authorities (2016)
- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)
- Sexual Violence & Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

POLICIES RELATING TO SAFEGUARDING AND CHILD PROTECTION

1. This policy is one of a series in the Trust's integrated safeguarding portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Academy Admission Arrangements
- Allegations of abuse against staff
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Relationship, Health and Sex Education
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of medicine and first aid
- Attendance

- Appropriate physical contact including restraint
 - Behaviour including anti-bullying
 - Child Looked After
 - Child Protection
 - Complaints
 - E-safety and acceptable use
 - Health and safety procedures
 - Missing children
 - Personal and intimate care
 - Photography of children and young people
 - Relationships Education and Relationships and Sex Education
 - SEND
2. The policies are supported by the Trust's Employee Handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.
3. Key roles are specified including the role of the designated safeguarding officer as detailed in the Child Protection Policy at appendix A and as implemented by all Trust academies.

PRINCIPLES

Safeguarding is defined in Working Together to Safeguard Children 2018 as:

- protecting children from maltreatment.
- preventing impairment of children's health and 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.

The Trust recognises that:

- The welfare of the child is paramount as enshrined in the Children Act 1989.
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their carers and other agencies is essential in promoting young people's welfare.

The Trust seeks to keep children and young people safe by:

- Valuing them, listening to and respecting them.
- Ensuring that each academy appoints a Designated Safeguarding Lead (DSL) for children and young people, a deputy and a lead trustee responsible for safeguarding.
- Requiring each academy to have a child protection policy and safeguarding practices in place which includes effective e-safety.
- Requiring each academy to have effective management for staff and volunteers through supervision, support, training and quality assurance.
- Ensuring that staff and volunteers are recruited safely with all the necessary checks having been made.
- Requiring each academy to have effective and professional procedures in place for the recording and storing of information securely together with sharing information about safeguarding and good practice with children, their families, staff and volunteers.

- Requiring safeguarding procedures to be used to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using procedures to manage any allegations against staff and volunteers appropriately.
- Requiring each academy to create and maintain an anti-bullying environment and ensuring that there is a policy and procedures in place to deal effectively with any bullying that may arise.
- Requiring each academy to create and maintain an environment where all pupils are valued and respected; where positive behaviour for learning is encouraged and negative behaviour managed.
- Ensuring that each academy has a complaints policy and follow the Trust whistleblowing policy.
- Requiring that each academy provides a safe physical environment for children, young people, staff and volunteers by applying the academy's health and safety procedures in accordance with the Trust health and safety policy, current health and safety legislation and regulatory guidance.
- Requiring each academy to have in place a programme for raising awareness of safeguarding issues for pupils and parents.
- Requiring each academy to have in place a programme for relationship and sexual education which promotes healthy and fulfilling relationships within school and outside school.
- Ensuring safeguarding information is kept confidential and only shared where it is necessary in accordance with the Trust's data protection policy.
- Requiring each academy to educate children and young people in compliance with the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education.

RESPONSIBILITIES

The Trustees are responsible for safeguarding and child protection at all Trust academies. The responsibility has been delegated to the headteacher of each academy (references to headteacher includes Executive Headteacher and Head of School as relevant) with the Chief Executive Officer, the Trust Improvement Director and Director of Communications and Compliance overseeing this work. This delegation is subject to directions by the Trust in cases of critical incident emergencies detailed below.

1. Headteacher

The headteacher will ensure that:

- The academy has safeguarding procedures in place that are in accordance with current legislation and statutory guidance issued by the Department for Education (DFE), locally agreed inter-agency procedures, and must refer to the publication 'Keeping children safe in education' 2019 and 'Disqualification under the Childcare Act 2006' June 2016, or such other statutory or guidance documentation which from time to time the DFE shall stipulate.
- The academy has a child protection policy which follows the format of appendix A. The academy's child protection policy is subject to directions by the Trust in cases of critical incident emergencies detailed below.
- The academy annually reviews its safeguarding procedures and child protection policy in liaison with the Trust's safeguarding representatives. The academy may use the Local Authority's safeguarding audit tool to assess the quality of its processes.
- All policies and procedures within the safeguarding suite are implemented and followed by all staff.

- The academy has the necessary policies dealing with behaviour, bullying, relationships and safety: physically, mentally and e-safety.
- Regular training and updates are provided for all staff including timely induction for new staff.
- The academy operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with learners or who have regular contact with them. The academy shall maintain a single central record of the required safer recruitment checks.
- The academy has procedures for dealing with allegations of abuse against staff, supply staff and volunteers that comply with guidance from the government and Local Authority and locally agreed inter-agency procedures. These include procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse Against Staff Policy. The Chief Executive Officer shall be responsible for liaising with the relevant Local Authority and/or partner agencies in the event of allegations of abuse being made against the Headteacher.
- Sufficient time and resources are allocated to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the academy's whistle blowing procedures.
- All staff sign to indicate that they have read and understood safeguarding suite of policies and procedures and have read 'Keeping Children Safe in Education' part one.
- Learners' safety and welfare is addressed through the curriculum.
- All staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. They are kept up to date through annual training and regular updates during the academic year. Temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities. The academy remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- The safeguarding and child protection policies and procedures are made available to parents and other stakeholders on request.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protection principles as detailed in the Trust's data protection policy.
- Complies with its legal duty to provide support to privately foster pupils, staff understand private fostering and how to identify a child who may be privately fostered and such cases are reported to the Local Authority.
- Implementing the requirements of the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and complying with the Trust policy.

2. Designated Safeguarding Lead (DSL)

- A senior member of staff is designated to take lead responsibility for child protection and safeguarding, providing advice and support to other staff, liaising with the Local Authority Designated Officer (LADO), and working with other agencies. The DSL need not be a teacher but must have the status and authority within the academy management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. A deputy (DDSL) should be available to act in the designated person's absence or where the academy is a large establishment.

- Both the DSL and DDSL have job descriptions detailing their roles and these are separate to any other position they hold within the academy.
- In addition to basic child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by the Local Safeguarding Children's Partnership (LSCP) and refresher training at two yearly intervals to keep his/her knowledge and skills up to date.
- The DSL and DDSL will work with and contribute to the work of the three safeguarding partner arrangements
- The DSL and DDSL will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. The DSL should be guided by the NPCC guidance 'When to call the police' when considering to calling the police and what to expect when they do.
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- The DSL reports and securely stores records of all concerns and makes referrals to other agencies in accordance with policy guidance.
- When a learner arrives in an academy or leaves the academy the DSL makes sure that information is communicated effectively.
- The DSL develops effective links with relevant statutory and voluntary agencies and attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- The DSL understands the unique risks associated with online safety and has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- The DSL can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- The DSL liaises with the headteacher (where the role is not carried out by the headteacher) as appropriate.

CRITICAL INCIDENTS EMERGENCIES

In the case of critical incidence which results in:

- National emergency such as war, natural disaster or health epidemic or pandemic;
- Closure of an academy following Government direction or otherwise; and /or
- Processes, detailed in the Trust's safeguarding policy and the academies' child protection policy, having to be altered due to Government or Local Authority direction,

the Trust and its academies will follow the Critical Incident Emergency Appendix annexed to this policy, to deal with the applicable critical incident insofar as it varies the Trust's safeguarding policy and the academies' child protection policy.

REVIEW AND REPORTING

In recognition of the Trust's responsibility:

- Safeguarding data will be provided to the Trust by the Academy as and when requested. The Trust will also audit each academy's safeguarding processes on an annual basis.
- The Trust's Director of Communications and Compliance will liaise with the academies to ensure that legislative changes and reporting requirements are implemented.
- A member of the Aquinas Advisory Council (AAC) will be requested to keep a watching brief on safeguarding and child protection at all times by liaising with the DSL. Child protection and safeguarding issues are recurrent items on every main meeting of the AAC.
- The safeguarding policy and procedures are reviewed annually.



Each learner's welfare is of paramount importance and the Trust acknowledges that some learners may be particularly vulnerable or at risk. It further recognises that learners who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way, and that some learners who are experiencing difficulties may harm others physically or emotionally. The Trust therefore requires each headteacher to always take a considered and sensitive approach in such situations to ensure the support all of our learners.

MONITORING

The Trust will as a part of its internal audit processes, audit each academy in order to ensure that the academy has complied with the requirements of this policy and the responsibilities delegated to it.

CRITICAL INCIDENT APPENDIX

COVID-19 CRITICAL INCIDENT – From the commencement of the academic year 2020-2021 this appendix does not apply unless an academy is required to close to staff and pupils due to a COVID-19 related reason.

Background

In order to suppress the impact of the COVID-19 virus, the Government directed that all schools in England and Wales must close from Monday 23 March until further notice. Thus, the Trust closed all its academies to children registered at those academies from Monday 23 March 2020 except for those children:

- Whose parents are key workers and who cannot be looked after at home. Key workers are those that are detailed in the Government’s Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision (19 March 2020)¹; and
- Who are vulnerable. Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, ‘looked after’ children, young carers, disabled children and those with education, health and care (EHC) plans. Schools are also asked to consider children at the fringes of social care, who may not have a social worker but are nevertheless vulnerable.

Collectively referred to as the Priority Group.

On or about 11 May 2020, the Government recommended the wider opening of schools from 1 June for nursery, reception and years 1, 6 and 15 June for Years 10 and 12 (Eligible Group) together with the Priority Group. The Government has confirmed that the Eligible Group can attend schools from the dates specified, following which the Trustees agreed to the wider opening of Trust’s academies for the Eligible Group together with the Priority Group, subject to appropriate risk assessments being in place.

The Trust continues to follow the Government’s guidance for schools regarding the actions necessary to ensure the safety of all stakeholders following the wider opening of its academies and the provisions that should be maintained for those pupils who continue to learn remotely.

Keeping children safe in Education

The Trust and its academies will continue to be mindful of the requirements of Keeping Children Safe in Education and will ensure that the academies continue to be safe places for the Priority Group and Eligible Group who may attend the academies during the period of the critical incident. In addition, the academies will continue to be mindful of those vulnerable children who are not attending the academy at which they are a registered pupil.

¹ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

The way the academies are currently operating in response to the COVID-19 critical incident is fundamentally different to business as 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 a school or college 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.

1. Academy Child Protection Policy

- i. The academy's child protection policy continues to apply unless specifically detailed in this appendix.
- ii. The headteacher of each academy continues to be ultimately responsible for the safeguarding of the pupils in the Priority Group and the Eligible Group attending the academy. The headteacher will continue to be supported by the DSL and DDSL for the academy, this is the case even where academies operate in a hub model, being where more than one academy shares a site. In the event that any of these individuals are unable to perform their roles due to illness, each academy will provide details to staff of the deputy and line of responsibility.
- iii. Staff must continue to report concerns in accordance with the procedures detailed in the relevant academy's child protection policy. Parents and pupils will also be advised and regularly reminded on how to report concerns during this period of wider school opening.
- iv. Academies must continue to record all concerns in accordance with their child protection policy.
- v. Staff and volunteers will remain vigilant and able to identify new safeguarding concerns about individual children as they see them in person following partial school closures.

2. Trust and Academy policies

Where at all possible the Trust and its academies will continue to follow all relevant existing policies as detailed in the academy's child protection policy subject to any variations which are necessitated as a result of Government guidance.

3. DSL

- i. Academies should have a DSL or DDSL available on site. If this is not possible, the DSL or DDSL must be contactable via phone or online video. Where academies are operating in a hub model, headteachers of the academies in question may decide to have one DSL/DDSL on site for the hub. This is at the discretion of the headteachers concerned and the name of the DSL/DDSL must be communicated to all relevant staff each day.
- ii. Where a trained DSL or deputy is not on site, a senior leader should take responsibility for co-ordinating safeguarding on site. However, the DSL/DDSL must be contactable via phone or online video. This might include updating and

managing access to child protection files, liaising with the offsite DSL or DDSL and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the academy.

- iii. It is important that all staff have access to a DSL or DDSL and know on any given day who that person is and how to speak to them. DSL/DDSLS will need to be sufficiently resourced in order to support staff and pupils regarding new concerns and referrals as appropriate as more children return.
- iv. For the period of the COVID-19 critical incident, a DSL or DDSL who has been trained will continue to be classed as a trained DSL or DDSL even if they miss their refresher training.
- v. The DSL/DDSLS must continue to prepare the necessary reports and undertake the necessary meetings in relation to vulnerable children where it is possible to undertake them within the social distancing guidelines.
- vi. DSL/DDSLS should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

4. The Priority Group

- i. Vulnerable pupils, as defined in Government guidance², are expected to attend school from 1 June regardless of their year group unless they are clinically extremely vulnerable, clinically vulnerable and are advised not to attend, shielding or their EHC Plan risk assessment deems it not appropriate for them to do so.
- ii. Ensuring that vulnerable children remain protected is a priority for the Trust and its academies.
- iii. The Trust and the academies acknowledge that local authorities have the key day-to-day responsibility for delivery of children's social care and that social workers will continue to work with vulnerable children during the COVID-19 critical incident.
- iv. The Trust will work with social workers and parents/carers to encourage vulnerable children in all year groups to return to school. Where the vulnerable child does not attend, the academy will document the reasons for non-attendance within the academy's safeguarding records or on the pupil's EHC plan.
- v. Where a vulnerable child does not take up their place, does not attend or discontinues their place at the academy, the academy should notify the child's social worker or local authority in the case of a child with an EHC plan.
- vi. Children with an EHC plan should be risk assessed by the academy in consultation with the Local Authority and parents. Attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment. Decisions should be recorded on the pupil education plan.
- vii. Academies will put in place procedures to ensure that the appropriate staff make contact with vulnerable children and children with an EHC Plan, who are not attending, at least weekly. When initiating contact, staff must do so in accordance

² <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

with 12iii below. Details of the contact must be maintained on the academy's safeguarding systems or the pupils' education plan.

- viii. The academies continue to be open to children of key workers³ regardless of year group and they are encouraged to attend.

5. The Eligible Group

- i. Those children in nursery, reception and years 1 and 6 at the primary academies and those in years 10 and 12 in the secondary academies that are eligible to return to the academy at which they are registered from 1 and 15 June respectively.
- ii. The Trust and its academies will actively encourage the return of these pupils unless they are clinically extremely vulnerable, clinically vulnerable and are advised not to attend or shielding.

6. Attendance

- i. From 1 or 15 June, as appropriate, the academies must:
 - Complete their usual attendance registers. DFE guidance on the applicable codes for non-attendance of pupils in the Priority Group and the Eligible Group must be applied.
 - Submit the online Educational Setting Status form to the DFE.
- ii. Where the academy is expecting the attendance of a vulnerable child or a child that falls into 4i above and they fail to attend, the academy must follow up on that child's non-attendance. Details of non-attendance must be recorded on the child's safeguarding records and also advised to the social worker, if appropriate.
- iii. Academies should also follow up with any parent or carer of a pupil in the Eligible Group who has indicated that their child will be attending and subsequently does not attend.
- iv. Academies should also encourage all parents or carers with children in the Priority Group or the Eligible Group to attend. In cases of non-attendance, academies should discuss with parents their concerns and barriers to attendance. This is especially the case for pupils who had been prior to 23 March, persistently absent or had a high level of absence.

7. Safety following the Wider Opening of the Academies

The Trust and its academies will implement steps as detailed in the Government's guidance for the wider opening of schools⁴. In particular:

³ <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

⁴ <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

- i. The necessary risk assessments will be undertaken by the academy in support of its safeguarding responsibilities to pupils registered at the academy.
- ii. Staff must be alert in relation to the returning pupils to ensure that any new safeguarding concerns are identified. Staff will remain vigilant in relation to those pupils who continue to learn remotely especially in relation to online bullying and peer on peer abuse. Concerns must be reported in accordance with the procedures detailed in the academy's child protection policy.
- iii. Academies must ensure that relevant safeguarding and welfare information held on all pupils (on site and learning remotely) remains accurate and up to date during the period of the critical incident.
- iv. Academies will implement the hierarchy of measures, which together create a safer environment, and take all reasonable steps to maintain social distancing.
- v. Where social distancing is not always possible, academies will ensure that the hierarchy of measures are adhered to, namely:
 - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend the academy.
 - cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
 - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
 - cleaning frequently touched surfaces often.
 - minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)
- vi. Academies will implement an agreed protocol where a member of the school community displays COVID-19 symptoms in order to protect the school community from the transmission of the virus.

8. Staff training and safeguarding induction

- i. All staff have received their annual safeguarding training and have read part 1 of KCSIE. They should now be advised of the contents of this appendix prior to returning to school.
- ii. In the event that an academy has new staff or has to rely on volunteers, they must receive the necessary safeguarding induction (which includes a copy of the child protection policy and Part 1 of KCSIE) which must include the details contained in this appendix.
- iii. Where staff are asked to move to another site on a temporary basis in response to COVID-19 critical incident, the receiving academy will need to provide the incoming staff induction on matters as the receiving headteacher and DSL consider appropriate.

9. Children moving schools and colleges

- i. Where a hub model is being operated, it is important that the receiving academy is aware of any relevant welfare and child protection information of the children concerned, especially in the case of vulnerable children.

- ii. For looked-after children, any change in setting should be managed by the VSH with responsibility for the child.
- iii. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.
- iv. Any exchanges of information will ideally happen at DSL or DDSL level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans, where possible. Where this is not possible senior leaders should take responsibility.
- v. Data protection and GDPR should not prevent the sharing of information for the purposes of keeping children safe.

10. Safer recruitment/volunteers and movement of staff

- i. If academies are recruiting new staff, the safer recruitment procedures should continue to be followed. 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.
- ii. There is no need for a new DBS check where staff are temporarily moving to a new site in response to the COVID-19 critical incident.
- iii. Allegations against a member of staff, supply staff or volunteer must still be reported to the headteacher of the academy that the member of staff usually works at. Headteachers must in the usual way report all such allegations to the LADO and implement the actions as directed. Academies are still required to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult and must continue to consider and make referrals to the Teaching Regulation Agency (TRA), where appropriate. In all cases, the headteacher must consult with the Trust's Director of HR. Where the allegation relates to supply staff, the Trust will work with the employer.
- iv. Where academies are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- v. Academies must continue to maintain an up to date single central record (SCR). Where a hub model is being adopted there is no requirement to update the receiving academy's SCR with the temporary staff. However, the headteachers operating the hub must ensure that all staff have the appropriate checks and appear on the SCR for the relevant academy.

11. Mental health

- i. The Trust and the academies are aware that the national response to the COVID-19 may have a negative impact on the mental health of all pupils, staff and parents. Consequently:

- The Trust will not be requiring academies to follow a specific regime of providing work to children who are learning remotely. This will be left to the discretion of headteachers.
- Headteachers are mindful of staff workload whilst supporting the wider opening of the academies for the Priority Group and the Eligible Group and providing remote learning for those pupils who continue to learn remotely.

Teachers should be aware of this in setting expectations of pupils' work where they are learning remotely.

- Academies should follow the Government's guidance on mental health and behaviour in schools⁵ to identify children who might need additional support, and to put this support in place. Mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the academy (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.
- Academies should consider appropriate alterations to their behaviour management policies to take into account the issues detailed at 11ii above.
- Academies will ensure that the appropriate mental health support is in place on site for the Priority Group and Eligible Groups. Provision will also be made for those pupils who continue to learn remotely
- Academies should also be aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of children's' work. The DFE's guidance on remote education practices during the coronavirus outbreak should be consulted⁶.

12. Pupil Engagement

Where pupils registered at the academy are not attending, the academy will:

- Monitor their engagement with the remote learning provided by teachers.
- Contact the parent/carer where pupils do not engage with the remote learning or their engagement is poor, to ensure the safety of the pupil in question.
- Where at all possible staff should contact parents/carers from school. If this is not possible as staff are working from home, a school mobile should be used to contact parents/carers. If school mobiles are not available, staff may use their personal phones to contact parents/carers but must block their number. Pupils should only be contacted by a member of staff using a school phone or mobile, unless there is a concern regarding the pupil's safety in which case the member

⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

⁶ <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

of staff can use a personal device but the number must be blocked and where at all possible the parent/carer should also be on the call.

13. Online safety⁷

- i. Academies must ensure that all online learning provided to pupils is safe. GDPR requirements continue to apply and academies should not be signing up pupils to work online on particular sites. After carefully researching and considering the most appropriate sites and the security offered by the sites, academies must contact parents and carers and advise them of the site and the process of registration if they wish their children to access the site. Academies should not be advocating paid sites. Academies are recommended to use the online resources recommended by the DfE in its guidance on remote education⁸.
- ii. On site, academies must continue to ensure that appropriate filters are in place and systems are monitored. The IT provider must be contacted to ensure that this can be done remotely with the appropriate contingency arrangements being in place should staff become ill.
- iii. An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. Parents/carers should also be made aware of the reporting route to raise any concerns. As well as reporting routes, the academy should also signpost children to age appropriate practical support from:
Childline - for support.
UK Safer Internet Centre - to report and remove harmful online content.
CEOP - for advice on making a report about online bullying and/or abuse.
There is no expectation that academies will live stream or provide pre-recorded videos of lessons.
- iv. Academies should continue communicating and reinforcing with parents the importance of children being safe online. Parents and carers should be encouraged to set age appropriate parental controls on digital devices and use internet filters to block malicious websites. Parents and carers can access further information from:
 - Thinkuknow (www.thinkuknow.co.uk)
 - Parent info (<https://parentinfo.org/>)
 - ChildNet (<https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit>)
 - UK Safe Internet Centre (<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>)
- v. Academies must also make parents and carers aware of what sites the academy will ask their children to access, what their children will be asked to do online and which staff from the academy their child is going to be interacting with online.

⁷ <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

⁸ <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#guidance-on-remote-education-during-coronavirus>

- vi. Whilst education is taking place remotely for some learners, staff must continue to remain professional in all communications with pupils, parents and each other. Staff should follow the Trust's code of conduct and the academy's acceptable use procedures in order to maintain professional boundaries with pupils and parents when communicating online, to include:
- Communicating within school hours where at all possible or hours agreed with the academy to suit the needs of staff.
 - Communicating only through approved school channels.
 - Only using school email accounts.
 - Only using school electronic devices.
 - Not communicating on social media.
 - Not sharing personal information.
- vii. It is important that all staff who interact with pupils online, continue to look out for signs that a pupil may be at risk. Any such concerns should be dealt with in accordance with the academy's child protection policy and where appropriate referrals should still be made to children's social care and, as required, the police.
- viii. Where parents and carers wish to supplement the work set by the academy with support from online companies and individual tutors, academies are asked to communicate with parents and carers about the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:
- Internet matters - for support for parents and carers to keep their children safe online.
 - London Grid for Learning - for support for parents and carers to keep their children safe online.
 - Net-aware - for support for parents and careers from the NSPCC.
 - Parent info - for support for parents and carers to keep their children safe online.
 - Thinkuknow - for advice from the National Crime Agency to stay safe online.
 - UK Safer Internet Centre - advice for parents and carers.
 - The department encourages schools and colleges to share this support with parents and carers.

Headteachers should review the [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) to ensure that online lessons and/or activities are safely planned and delivered.

14. Other Considerations

- i. Fire safety – Suitable alternative procedures should be agreed by each academy and communicated to staff on site. This will include exit and muster points and who will hold the registers. Revised procedures will be undertaken whilst maintaining social distancing and implementing the hierarchy of safety measures where reasonably possible.
- Where a hub model is being implemented, the receiving academy must make temporary staff, operating from the receiving academy's site for the duration of

the COVID-19 critical incident, aware of the fire safety procedures being implemented.

- ii. First Aid –:
 - Undertake a risk assessment of the number of first aiders needed on site each day.
 - Use their best endeavours to have a paediatric trained first aider present on site where children aged between 3 to 5 years are being cared for on site. If after using best endeavours they are still unable to secure a member of staff with full PFA to be on site then they must carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times where children aged between 2-5 years are on the premises. ‘Best endeavours’ means to identify and take all the steps possible within your power, which could be taken. If paediatric first aid certificate requalification training is prevented for reasons associated directly with coronavirus (COVID-19) or by complying with related Government advice, the validity of current certificates can be extended by up to 3 months. This applies to certificates expiring on or after 16 March 2020. If paediatric first aid certificate requalification training is prevented for reasons associated directly with coronavirus (COVID-19), or by complying with related Government advice, the validity of current certificates can be extended by up to 3 months. This applies to certificates expiring on or after 16 March 2020.
 - Where children are aged over 5 years, a paediatric first aider or first aider must be on site.
 - Where children with specific medical needs are on site, there must be a trained first aider on site able to deal with the child’s medical needs.
 - Where a first aider is not available to be on site, the headteacher must consider, in the interests of the safety of the children, whether the children should be moved to an alternative site or operate within a hub model.
- iii. Health and Safety – Academies must continue to comply with health and safety requirements. Where a hub model is being implemented, the receiving academy must make temporary staff, operating from the receiving academy’s site for the duration of the COVID-19 critical incident, aware of health and safety considerations.
- iv. Hubs
 - Where pupil numbers are below 10 at an academy and/or the requisite staffing cannot be provided, especially with regard to first aiders, headteachers will have to consider the implementation of a hub model. This will be undertaken with the Trust.
 - As a result of the wider opening of the academies from 1 June, where an academy cannot comply with the requirements detailed at 7 above, some pupils may have to be relocated to another Trust academy. Any such decision will be decision will be made by the Trust in consultation with the relevant headteacher.
 - The need to implement a hub model will be balanced with the requirements of public health, which remains the priority. Any



arrangements should enable staff and children to follow social distancing guidance and not undertake increased journeys by public transport.

Appendix A

Policy Title:	Child Protection Policy
Designated Safeguarding Lead (DSL):	
Deputy Designated Safeguarding Lead (DDSL):	
Academy Responsibility:	Headteacher, DSL and DDSL
Trust Responsibility:	Chief Executive Officer and Director of Communication and Compliance
Date:	September 2020
Review Date:	September 2021

Purpose of the Policy

This policy details the academy's intentions regarding the protection of children and young people in its care. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how the academy responds to concerns about a child.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and young people up to the age of 18 and to protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in 'Working together to safeguard children 2018' as:

- protecting children from maltreatment;
- preventing impairment of children's physical and mental health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Aquinas Church of England Education Trust (the Trust) and *[insert name of the academy]* always acts in the best interests of the child or young person and ensures that all reasonable steps are taken to prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

Statement of Principles and Values

This policy applies to all staff, trustees, members of Aquinas Advisory Councils (AAC), volunteers, contractors and visitors. The Trust and the academy are committed to:

- The welfare of the child or young person being paramount.
- No child or group of children being treated any less favourably than others in being able to access services which meet their particular needs.
- All children without exception have the right to protection from abuse regardless of gender, sexual orientation, ethnicity, disability, sexuality or beliefs.
- The policy being reviewed, approved and endorsed by the board of trustees annually or when legislation changes.
- Taking seriously all concerns and allegations of abuse which may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against staff, supply staff, trustees and other volunteers, and in emergencies, the police.
- Keeping children, young people and parents and carers aware of the policy and procedures as appropriate.
- A safer recruitment, selection, vetting and induction process for all staff and volunteers.

- Implementing the procedures of the Local Safeguarding Children’s Board (LSCB) where appropriate.

Child Protection Statutory Framework

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010.
- Public Sector Equality Duty.
- Keeping Children Safe in Education (2020).
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2018.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018.
- Education Act 2002.
- Common Assessment Framework for Children and Young People 2007.
- The Children (Private Arrangements for Fostering) Regulations 2005.
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCP interagency child protection and safeguarding procedures.
- Use of Reasonable Force – DfE Guidance (2013).
- Children missing education Statutory guidance for local authorities (2016).
- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017).
- Sexual Violence & Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018).

Relevant Trust and academy policies

This policy must be read in conjunction with related Trust and academy policies, detailed below, which together form the basis of child protection at the academy.

The Trust’s policies on:

- Academy Admission Arrangements
- Allegations of abuse against staff
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement

- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Relationship, Health and Sex Education
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of medicine and first aid
- Attendance
- Appropriate physical contact including restraint
- Behaviour including anti-bullying
- Child Looked After
- Complaints
- E-safety and acceptable use
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
- Relationships Education and Relationships and Sex Education
- SEND

The policies are supported by the Trust's Employee Handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

COVID-19 Critical Incident

For those children who are unable to return to school from the commencement of the academic year 2020-2021 due to a reason connected with the COVID-19 pandemic. The academy will on a regular basis keep in touch with the pupil and family in order to ensure wellbeing of the pupil. Staff will monitor for signs of neglect or harm and report and escalate concerns as detailed in this policy.

Where the academy is required to close for some or all of the pupils and staff due to a reason connected with the COVID-19 pandemic, the COVID-19 appendix as detailed in the Trust's Safeguarding Policy shall apply.

Categories of Harm

Abuse and neglect are forms of maltreatment and harm 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 a stranger. They may be abused by an adult or adults or another child or children. Categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs and indicators are found at **Appendix 1**.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK to subject a child or young person to FGM or to take a child abroad to undergo FGM. There is a mandatory duty on all staff to report cases of FGM to the police.

A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused in the UK or taken abroad to undergo the procedure.

The Prevent Strategy

The Prevent Strategy is a countrywide initiative which aims to work with young people and their families to prevent extremist behaviour and or radicalisation. The three key areas of concern are animal extremist behaviour, racist behaviour and terrorist behaviour. The academy supports the Prevent Strategy and will refer a student if they feel there is enough evidence to warrant it.

The Prevent Strategy places a duty on the academy to have “due regard to the need to prevent people from being drawn into terrorism”. In order to achieve this the academy must undertake a risk assessment, work in partnership, train staff and have appropriate IT policies. Further details are found at **Appendix 1**.

Other

Although it is not possible to provide a definitive list of all incidences which may impact on the safety of a child or young person, staff should also be aware of the following:

- Bullying (including cyber bullying) – please see the academy’s anti-bullying, e-safety and acceptable use policies.
- Children missing from education - please see **Appendix 1** and the academy’s attendance policy.
- Child Sexual Exploitation - please see **Appendix 1**.
- Domestic violence – please see **Appendix 1** and the academy’s attendance/missing children policy.
- Fabricated or induced illness - please see **Appendix 1**.
- Forced marriage - please see **Appendix 1**.
- Honour based violence- please see **Appendix 1**.
- Peer on Peer Abuse including upskirting - please see **Appendix 1**.
- Sexual Behaviour and Harassment - please see **Appendix 1**.
- Criminal Exploitation – please see **Appendix 1**
- Serious Violence – please see **Appendix 1**
- Mental Health – please see **Appendix 1**
- Online Safety – please see **Appendix 1**

Early Help and the Common Assessment Framework (CAF)

The identification of children and young people who would benefit from early help is vital to safeguarding. Early help is the provision of support as soon as a problem emerges, this may continue as regular Team Around the Child (TAF) meetings. Further details are provided in **Appendix 1**.

Child Protection Plan (CPP) and a Child in Need (CHIN)

Following a referral to social care and subsequent family assessment a child may be subject to a CPP or considered a CHIN. These interventions are led by a named social worker.

A child in need is defined under the Children’s Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local

authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need are assessed under section 17 of the Children Act 1989.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority is able to undertake an investigation under S.47 of the Children's Act 1989. This may result in a child protection S.47 investigation.

Children with Specific Characteristics

Children Looked After and previously looked after – staff and volunteers should have an awareness of issues around safeguarding children looked after. Appropriate staff must have information they need about the legal status of the looked after arrangements and the care arrangements for the child/young person. Further details are found in **Appendix 1** and in the academy's Children Looked After Policy.

Children with Special Educational Needs (SEN) or disabilities - Staff and volunteers should also be aware of the additional vulnerabilities of children and young people with SEN and disabilities as they can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect within this group. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children and young people with SEN or disabilities can be disproportionately impacted by things like bullying, without outwardly showing any sign.
- Communication barriers and the difficulties overcoming these barriers.

Further details can be found in the academy's SEND policy.

Private fostering – Private fostering is when a child or young person of up to 16 years old (or 18, if the child is disabled) is provided with care and accommodation of someone who:

- Is not his or her parent.
- Does not have parental responsibility.
- Is not a close relative.

Close relatives are defined as grandparents, brothers, sisters, uncles, aunts (whether of full blood or half blood or by marriage) or step-parent under the Children Act 1989.

A child is not privately fostered if the adult caring and accommodating them has done so for less than 28 days and does not intend to do so for longer. If a child or young person is being looked after by anyone else for more than 28 days, the Local Authority must be notified.

Parental responsibility refers to all the rights, duties, powers, responsibilities and authorities that a parent has by law in relation to a child, as defined by section 3 of The Children Act 1989.

Academies will ensure that when a child is registered, the relationship with the registering adult is established including details of who holds parental responsibility with reference to court order, if appropriate.

When identifying cases of private fostering, staff will have to consider whether the child:

- Is new to the school.
- Mentions their living arrangements.
- Is accompanied to school by an unfamiliar adult.
- Goes missing from education for a concerning length of time.
- Or their carer is vague about the child's living arrangements, education, needs, etc.
- Has come from overseas and has asked what the purpose of the visit is and if their parents came with them.

- Is an unaccompanied asylum seeker.
- Has been trafficked.

The academy will cooperate with any LA arrangements after a referral has been made.

Roles and Responsibilities

The Trust

The trustees are ultimately responsible for safeguarding at the academy. The trustees have delegated the responsibility for safeguarding at the academy to the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate]. The Trust will monitor and quality assure the safeguarding and child protection activities of the academy.

[Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate]

The [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] will ensure that the academy:

- Has a child protection policy in place as approved by the Trust and its procedures are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on request.
- Regularly reviews its safeguarding procedures.
- All policies and procedures within the Trust’s safeguarding suite are implemented and followed by staff.
- Has the necessary policies dealing with behaviour, bullying, relationships and safety: physically, mentally and e-safety.
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with students. A single central record of the checks will be maintained.
- Has procedures in place for the prompt induction of staff and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the academy.
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures. Allegations against the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] shall be referred to the Chief Executive Officer of the Trust.
- Has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding and they are suitably trained and sufficient resources and time are allocated to enable the DSL and DDSL to discharge their responsibilities.
- Provides appropriate annual safeguarding training for all staff and updates. Thereby ensuring that staff feel able to raise concerns about poor or unsafe practice. Additionally, staff acknowledge awareness of the safeguarding suite of policies and Part 1 of Keeping Children Safe in Education. Appropriate training is also provided to supply staff and volunteers.
- Remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protection principles as detailed in the Trust’s data protection policy.
- Reviews the policy and procedures annually and these are implemented at the academy.
- Has a programme for raising awareness of safeguarding issues for pupils and parents.

- Complies with its legal duty to provide support to privately foster pupils, staff understand private fostering and how to identify a child who may be privately fostered and such cases are reported to the Local Authority.
- Implements the requirements of the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and complies with the Trust policy.
-

DSL and DDSL

The DSL and DDSL will be responsible for the following:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Refer cases of suspected extremist behaviour to **Prevent**.
- Act as a source of support, advice and expertise within the academy.
- Liaise with the [~~Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate~~] in circumstances where the [~~Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate~~] is not the DSL or DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Children should also be assessed in the context of wider factors that are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that staff are aware of these and are able to inform the referral process.
- Working with and contributing to the work of the three safeguarding partner arrangements.
- Working with social care and any named social worker.

Training

- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral.
- Have a working knowledge of the LSCB Procedures, completion of a Common Assessment Framework paperwork, the conduct of a child protection case conference and be able to attend and contribute to these.
- Understand the key purpose of listening to the young person, to secure the young person's narrative.
- Understand and be able to initiate early intervention services.
- Understand the threshold process for Child in Need.
- Ensure that all staff have access to and understand the academy's child protection policy.
- Ensure that all staff have annual safeguarding training and receive an additional safeguarding information throughout the academic year to support the protection of children. Appropriate training is also provided to supply staff and volunteers.
- Ensure that all staff have induction training and maintain a record of all training undertaken by staff.
- Keep detailed accurate secure written records of reported concerns and the outcomes.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCP.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually.
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the academy in this.
- Where a child/young person leaves the academy, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new

school separately from the main student file as soon as possible. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker.

- Where the parents inform the academy that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents.
- Appoint at least one person to deputise, who has also attended the appropriate higher level training with the LSCB.
- Ensure that members of staff who come into contact with child protection issues are supported.

Private Fostering

- Responding to private fostering concerns that staff may have about a child by referring it to the LA.
- Offering training and advice to staff in regard to private fostering.
- Liaising with the LA, where appropriate.
- Assisting with advising and supporting carers to undertake their duties while a privately fostered child is living with them.

Staff (including supply staff) and Volunteers

It is the responsibility of all staff and volunteers to:

- Fully comply with the Trust and academy's safeguarding and child protection policies and procedures and inter-related policies.
- Attend annual safeguarding training and any updates provided throughout the academic year through staff briefings and bulletins.
- Inform the DSL or DDSL of any of the following concerns:
 - Any suspicion that a child or young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
 - Any explanation given which appears inconsistent or suspicious.
 - Any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g. worrying drawings or play).
 - Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
 - Any concerns that a child or young person is presenting signs or symptoms of abuse or neglect.
 - Any significant changes in a child or young person's presentation, including non-attendance.
 - Any hint or disclosure of abuse from any person.
 - Any concerns that the child or young person has fabricated or induced illness.
 - Any concerns that the child or young person is a victim of Faith abuse.
 - Any concerns that the child or young person is at risk of forced marriage.
 - Any concerns that a child is at risk from gangs and youth violence.
 - Any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM).
 - Any concerns that a child or young person is at risk from people trafficking.
 - Any concerns regarding person(s) who may pose a risk to children or young people (e.g. living in a household with children present).
- Understanding private fostering and their responsibilities in relation to it.

Reporting Concerns

Any member of staff (including supply staff) who has a concern for a child or young person, however insignificant this may appear to be, should seek advice from one of the DSL or DDSL immediately, such concerns to include incidences occurring outside school hours and off the school site. Concerns that are more serious must be reported immediately and brought to the attention of the DSL as soon as possible. If they are not available, the DDSL should be consulted. It is the duty of the DSL and DDSL to take advice from children's social care and complete a referral to social care when appropriate. If a child or young person makes a disclosure of abuse to any member of staff, they should follow the procedure set out in **Appendix 2**. Volunteers must also follow this procedure.

If there is a risk of immediate harm to a child or young person a referral will be made to children's social care immediately. In certain circumstances it will also be appropriate to notify the police; in the case of FGM this is a mandatory requirement. Any member of staff can make a referral and the process detailed in **Appendix 2** should be followed.

Working in Partnership

The Trust and the academy recognise the importance of working in partnership with the local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and other relevant agencies in a co-ordinated manner and the academy procedures take into account the safeguarding procedures of the LSCP.

Confidentiality

All staff have a responsibility to share information regarding the protection of children and young people with the DSL. Information sharing is vital in identifying and tackling all forms of abuse. In order to safeguard the child or young person, following any disclosure or reporting of a concern by a member of staff or volunteer, all matters must be kept confidential within the safeguarding team and the member of staff or volunteer. The sharing of information within the academy, the parents and other agencies will be determined by the headteacher and the DSL and it will be undertaken in accordance with the principles of data protection. Staff are referred to the Trust's Confidentiality Statement for further details.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child or young person 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.

The processing conditions detailed in the Data Protection Act 2018 enable the Trust and the Academy process, store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'. The 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing special category personal data without consent of the data subject where there is good reason to do so and it is not possible or reasonably practicable to obtain consent or to do so would place the child or young person at risk.

Communication with Parents

Any concerns regarding a child or young person, following a disclosure or the reporting of a concern by a member of staff or volunteer, will be communicated to the parent/carer where it is in the interests of the child or young person to do so and where such communication will not result in further harm to the child or young person. Communication with the parent/carer will be determined by the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] and the DSL, having taken advice from the MASH team.

Record Keeping

Accurate records will be made as soon as practicable. The procedure to be followed is detailed at **Appendix 2**.

Allegations against staff

The highest possible standards of behaviour are expected from staff, supply staff and volunteers in relation to their interaction with pupils at all times. The Trust has procedures in place to deal with allegations made against staff, supply staff and volunteers as detailed in the Trust and academy policies detailed above.

Any concerns that involve an allegation against a member of staff, supply staff or volunteer should be referred immediately to the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] who will contact the appropriate personnel within the local authority to discuss and agree action to be taken. Where the allegation relates to supply staff, the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] will advise the appropriate personnel within the local authority, the relevant agency employer and support any investigation that is required. If the allegation is against the [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate], then the Chief Executive Officer of the Trust should be informed directly, who will make the necessary decisions. The academy has a legal duty to refer staff to the Disclosure and Barring Service if the harm test (to satisfy the harm test there needs to be credible evidence of a risk of harm to children or young people) has been satisfied or relevant conduct has been identified. The [Executive Headteacher/Headteacher/Acting Headteacher/Head of School – delete as appropriate] is responsible for the referral.

Staff (including supply staff) must be aware of the Trust whistleblowing policy and procedures at the academy. If staff, supply staff or volunteers do not feel able to raise an issue in accordance with this policy and procedures, then they should contact the designated officer at the Local Authority.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups. Consideration should be given in relation to making reasonable adjustments pursuant to the Equality Act 2010 and the requirement not to discriminate under the Public Sector Equality Duty.

By planning positive and proactive behaviour support, through individual plans for more vulnerable children, and agreeing them with parents and carers, the occurrence of challenging behaviours can be reduced and thus the need to use reasonable force.

Safer Recruitment

The Trust and the academy have a duty to prevent people who pose a risk of harm from working with children or young people. Consequently, the Trust and academy check staff and volunteers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust has a safer recruitment



policy and procedures and the academy has appropriate induction procedures. For further details, please see these policies. Staff are also referred to the Trust's Disclosure Statement.

Appendix 1

Signs and Indicators of the Categories of Abuse

Physical Abuse

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

Indicators include

A pattern of the following injuries:

- Unexplained bruises
- Cuts and scratch marks
- Cigarette burns
- Broken bones
- Scalds
- Bites

Any injury which the child, parent or carer

- Tries to hide
- Avoids treatment
- Gives several different explanations
- Gives an unlikely explanation

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the emotional development of the child or young person. It may involve conveying to the child or young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children or young people frequently to feel frightened or in danger or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone.

Indicators include

- Is not growing or putting on weight
- Is timid or withdrawn
- Is over-demanding of attention
- Has violent mood swings
- Relates poorly to others

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate

offline abuse. Sexual violence and sexual harassment, as defined by Keeping Children Safe in Education guidance, are elements of sexual abuse. The sexual abuse of children by other children is a specific safeguarding issue in education and is also covered in the section dealing with peer on peer abuse.

Indicators include

- Is sore or bleeding in the genital or anal area
- Is reluctant to undress
- Is reluctant to go to the toilet
- Frequently complains of abdominal pains
- Has a knowledge of sex which is not age appropriate
- Says that someone has done something bad to them but that it is a secret
- Regularly soils her/himself
- Is withdrawn or has mood swings
- Suffers night terrors or sleep disturbance
- Avoids physical contact
- Is overly compliant with the requests of others
- Possesses money or gifts which cannot be accounted for
- Is pregnant

The initial response to a report of sexual abuse (including peer on peer sexual abuse) is important. Reports of sexual abuse are likely to be complex and require difficult professional decisions to be made and thus it is vital that the academy's procedures as detailed in Appendix 2 are followed.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. They should be supported and listened to without judgment.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advise on the initial response. The assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult learners and staff) at the academy, especially any actions that are appropriate to protect them.

Risk assessments are recorded and should be kept under review. The DSL will ensure that the academy is engaging with children's social care and specialist services who may need to undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care. Thereafter, police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected, and any police investigation or criminal prosecution is not compromised.

Important considerations for the academy will include:

- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team need to be notified in order to safeguard the victim we may have to act in any event.
- The nature of the alleged incident(s) and whether a crime may have been committed.
- The ages of the pupils involved, their maturity, any power imbalance if it is peer to peer abuse.

- If the alleged incident is a one-off or a sustained pattern of abuse.
- Are there ongoing risks to the victim, other pupils or staff?
- Other related issues and wider context.
- In the case of peer to peer abuse, the support for the alleged perpetrator.

However ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals. Each reported allegation must be considered on a case by case basis and the academy will determine whether:

- The allegation can be managed internally which may include the involvement of early help.
- The case needs to be referred to Children's Social Care.
- The case needs to be reported to the Police. As a part of any criminal process, consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process.

Whichever course of action is pursued it is vital that the victim is supported at all times.

Consideration should be given to whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can lead to children and young people being vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person'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 home or abandonment), protect a child/young person from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) and ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Indicators include

- Are regularly hungry – they may steal food from other children.
- Are always dirty.
- Wear inappropriate clothing – e.g. summer clothes in winter.
- Have parents who fail to make or keep medical appointments.
- Are pale, listless and underweight.
- Are unsupervised in the family home for long periods or at inappropriate times.
- Are expected to "parent" younger siblings.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and can result in neglect and thus harm. The DSL will be aware of referral routes into the Local Housing Authority so that concerns can be raised at the earliest opportunity. This will be undertaken in parallel to a referral to social care.

Prevent Strategy

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family,

friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of children and young people.

Protecting children and young people from the risk of radicalisation should be seen as part of the academies' wider safeguarding duties, and is similar in nature to protecting children/young people from other forms of harm and abuse. The Prevent Strategy requires staff and volunteers to take action when they observe behaviour of concern and to report all concerns to the DSL.

As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children/young people who might be at risk of radicalisation and act proportionately.

In terms of the legal requirements of the Prevent Duty:

- Risk assessment – the academy has trained staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Any concerns following such assessment will be acted upon.
- Working in Partnership – The academy ensures that its safeguarding arrangements take into account the policies and procedures of existing partnerships such as LSCP. The academy works closely with other agencies to ensure safeguarding is paramount.
- Staff training – The Headteacher, DSL and DDSL have undertaken the appropriate Prevent training which reflects the context of the local area and the designation of the academy. All other staff have received the necessary Prevent awareness training. The training programme at the academy and within the Trust ensures that all staff receive regular updates.
- Internet Safety – The academy ensures that children and young people are safe from terrorist and extremist material when accessing the internet in academies. Internet use in lessons is planned in advance and monitored, so that children and young people cannot access inappropriate material, including websites promoting extremist views. The filtering is appropriately set and regularly reviewed. A programme of online safety takes place including work with children and families both in and out of academy hours. Further advice is available on the academy website.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Anyone with a concern can contact the Local Authority

Bromley Contact Details:

London Borough of Bromley Prevent Lead Peter Sibley 020 8313-4638 prevent@bromley.gcsx.gov.uk

Anyone with a concern can also contact Bromley Police Station and ask for the 'Prevent Engagement Officer or contact the following directly:

sam.costello@met.pnn.police.uk (SO15 Counter Terrorism Intelligence Officer - Bromley & Lewisham) Robert.P.Affleck@met.police.uk (PC 1402CT Robert Affleck - Prevent Engagement Officer).

East Sussex Contact Details:

All concerns should be reported to: prevent@sussex.pnn.police.uk.

Other potential forms of abuse

Children Subject to Domestic Violence

Domestic violence is defined by the Home Office as: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality'. The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Domestic violence usually has a negative impact on a child or young person. Children who witness domestic violence can experience long lasting emotional and psychological issues.

Where incidents of domestic violence are reported to the academy, the DSL should be informed immediately to ensure that the student is safe (5.11 of the London Child Protection Procedures and the supplementary document Safeguarding Children Abused Through Domestic Violence (London Board, 2007).

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the academy's DSL prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Children experiencing domestic abuse are negatively impacted by this exposure. Operation Encompass aims to mitigate this harm by enabling immediate support.

Children Missing from Education

All staff should be aware that when a child or young person is absent or missing from school, they could be at risk of significant harm through neglect, physical or sexual abuse, or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Concerns should be reported to the safeguarding team. The DSL should be informed immediately if the academy is informed by a parent that their child is missing; referrals will be made to the Police, Education Welfare Officer and Social Services, as appropriate (Section 6 of the London Safeguarding Procedures and Safeguarding Children Missing from Education (London Board, 2006).

Early intervention would be beneficial in order to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

In addition, the academy will monitor attendance and take action where a pupil fails to attend school or attendance is poor in accordance with its attendance policy. In order to safeguard pupils at least two emergency contacts for the pupil should be maintained.

Forced Marriage

A 'forced' marriage' is a marriage conducted without the valid consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Any information received by a member of staff or volunteer must be reported to the DSL.

Honour Based Abuse

Honour based abuse is the term used to describe incidences or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. These are incidences in which predominantly women are injured

or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. Any information relating to such incidents should be reported to the DSL immediately for further action.

Sexual Behaviour and Harassment

For academy staff, identifying inappropriate sexual behaviour can be a complex task. Indicators of sexually abusive behaviour include:

- A significant age difference between children involved in sexual behaviour. An adolescent who seems interested in younger children may give cause for concern.
- Sexual behaviour involving bribery, threats or force. Children or young people without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected for someone of that age.
- Sexually intrusive/aggressive behaviour.

It must be remembered that a criminal offence may have been committed and one or both parents/carers or a close relative may be the perpetrators.

Some common signs of abuse

- Unwillingness to come to school.
- Complaining about missing possessions.
- Unexplained bruising or repeated instances of bruising.
- Easily distressed and frightened.
- Odd drawings and sexually explicit language.
- Damaged or incomplete work.

Child sexual exploitation (CSE)

It is defined in the DfE 2017 guidance as a form of child sexual abuse, where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This form of abuse involves exploitative situations, contexts and relationships where children or young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation 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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. However, it is also important to recognise that some children and young people, who are being sexually exploited, do not exhibit any external signs of this abuse.

Child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact and non-contact sexual activity and may occur without the child or young person's immediate knowledge.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Being under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being;
- The child exhibits self-assurance, maturity and self-confidence beyond their age;
- The child has a rehearsed story that seems very similar to previous cases of trafficked children that staff have heard in other incidents, training programmes or read about from materials produced by charities;
- Signs of physical or sexual abuse are present;
- The child's educational record contains missing links or unexplained moves;
- The child appears malnourished or has an eating disorder;
- The child is not registered with a GP;
- The child displays signs of misusing alcohol or drugs;
- The child displays signs of self-harm;
- The child does not appear to have good relationships with the adults they live with;
- The child seems to have limited freedom of movement in society;
- The child appears tired, disengaged, excessively frightened or sexually promiscuous;
- The child dresses inappropriately for their age;
- The child is regularly picked up from school by an adult without parental responsibility, and who is much older than themselves;
- The child is displaying signs that they may have been brought into the country illegally for the purposes of adoption.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.

Peer on Peer Abuse

The Academy will not tolerate Peer on Peer abuse in any form. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. This can include:

- Physical abuse such as biting, kicking and hitting.
- Sexually harmful behaviour such as sexual violence, harassment (see Keeping Children Safe in Education for definitions) assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Sexually harmful language or abuse such as inappropriate sexual language or sexting will not be tolerated or considered as "banter", "just having a laugh" or "part of growing up". It can

occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.

- Bullying such as physical, verbal (including gender based) and cyber bullying.
- Initiation/hazing type violence and rituals.
- Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This is a criminal offence and should be reported to the police under the Voyeurism (Offences) Act.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The Academy seeks to minimise the risk of peer on peer abuse through the application of its Behaviour Management and Anti-bullying policies, training for staff and education for pupils.

The initial response to a report of peer on peer abuse will be as detailed above in the section entitled 'Sexual Abuse' with the appropriate risk assessments being undertaken and support will be provided for the victim.

Fabricated or Induced illness

A parent or carer fabricates or induces the illness of the child or young person or fabricates SEN which is or may result in harm to the child or impacts on the welfare of the child. This can take the form of:

- Regular days off school as a result of a non-substantiated illness.
- Unusual and/or unprescribed medication.
- Fabricated or unaccountable reasons for absence.

Child criminal exploitation

As with Child Sexual Exploitation, criminal exploitation of children and young people occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person into criminal activity. The power imbalance is due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse may 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 and/or through violence or the threat of violence.

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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual. It does not always involve physical contact; it can also occur through the use of technology. Child criminal exploitation can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators:

- 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.

County Lines - Criminal exploitation of children and young people is a widespread form of harm and can involve the grooming and exploitation of children and young people to carry drugs and money across geographical areas.

Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Consequently, children missing from education or from home for periods of time could be an identifier of this type of harm. In such case, consideration must be given to a referral to the National Referral Mechanism together with a safeguarding referral.

Serious Violence

Indicators that children are at risk of being involved or are involved in serious violent crime include:

- Increased absence from school.
- Changes in friendship groups or relationships with older individuals or groups.
- A significant decline in academic performance.
- Self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Early Help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Initially staff should discuss early help requirements with the DSL. If appropriate, the DSL will support the member of staff in liaising with other agencies and setting up an inter-agency assessment. The child should be kept under constant review and consideration should be given to a referral to children's social care if the child's situation doesn't appear to be improving.

Detailed information on early help and statutory assessment can be found in Chapter 1 of 'Working together to safeguard children'.

[Academy to include details of the early help procedures used at the academy]

Other Considerations

Children are sometime required to give evidence in criminal and civil courts which can be stressful for them. Where staff are made aware of such instances, the DSL should be advised so that additional pastoral support can be put in place and the Government guidance followed as detailed in the Children and Court System section of the Keeping Children Safe in Education.

Children Looked After (CLA) and previously Looked After Children

The Headteacher will inform staff of a child's care status and determine the extent to which information is shared with other members of staff. The academy will:

- Maintain a register of children in public care and ensure all relevant education and care information is available and it is kept up to date.
- Ensure that all staff are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for high expectations and positive systems of support to overcome them.
- Act as an advocate for children in public care.
- Hold a supervisory brief and monitor the educational progress of all children who are in public care.
- Supervise the smooth induction of a new child in public care into the academy.
- Act as a named person for the child.
- Promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from academy etc.
- Ensure that each child or young person has a Personal Education Plan (PEP) and that school - based access to services and support is in place.
- Liaise with any appropriate external agencies, those with parental responsibility and ensure there is a speedy transfer of information and report on the progress of all children and young people in public care to Looked after Children Services.
- Ensure that appropriate staff develop knowledge of the Social Care Department and Education procedures by attending training events organised by the Local Authority and other providers and then cascade training to staff as appropriate.
- Monitor students' achievement and progress within the academy.
- On admission, records will be requested from the previous academy, where appropriate and a meeting held to inform the PEP.
- Consult and involve the child or young person in decisions about themselves according to their age and understanding.
- Be aware of previously looked after children as they remain potentially vulnerable and thus the above may also be relevant to them.

Mental Health

Mental health problems of children and young people can, in some cases, be an indicator that they have suffered or are at risk of suffering abuse, neglect or exploitation. Pupils whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one should be identified and monitored and the concern reported in the usual way to the safeguarding team.

Where children and young people have suffered abuse and neglect, or other adverse childhood experiences, this can have a lasting impact their mental health, behaviour and education. Concerns regarding a pupil's mental health should also be reported in the usual way so that immediate action can be taken.

Online Safety

The Trust and the academy are aware of the importance of providing safe and secure technology to all pupils, whether in school or accessing teaching and learning remotely. As teaching and learning is increasingly undertaken on the internet and digitalised, the Trust and the academy are vigilant



regarding the potential harm of inappropriate online material. Consequently, appropriate filters and monitoring systems are in place.

Appendix 2

Procedures to be followed on disclosure

Where a member of staff:

- Has a suspicion that a child or young person is being harmed or at risk of harm.
- Notes behaviours or actions in a child or young person which give rise to suspicions that the pupil may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a child or young person or from one of his/her friends.

The member of staff has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate. Where the Headteacher or DSL does not act on the member of staff's concern, the Trust's Whistleblowing Policy can be implemented or the member of staff can contact the NSPCC for advice on 0800 028 0285 between 8am and 8pm or emailing help@nspcc.org.uk.

Academy Procedure

[Details of the procedure at the academy to be inserted including the steps to be taken by the DSL. This procedure must include a single identified location for the delivery of academy concern forms and the method for alerting the DSL and DDSL]

Procedure to be followed when making a referral

[Details of the procedure at the academy, to include to whom and how the referral is to be made]

Record Keeping

[Details of the academy's recording keeping procedures including details regarding storage and security and copies of the forms to be completed. Please include in this section that all verbal conversations should be promptly recorded in writing.]

Action Following a Child Protection Referral

[Include details of the procedure]

Local Children's Safeguarding Partnership

The DSL and DDSL trained in and conversant with the LCSP procedures further details of which are found at [insert details]

Monitoring of disclosures and referral

[Include details of the academy's procedure]

PLEASE INCLUDE DETAILS OF THE SPECIFIC PROCEDURES IMPLEMENTED BY THE SCHOOL TO:

- DEAL WITH SEXUAL ABUSE INCLUDING PRE-PLANNING IN TERMS OF THE PROCEDURES AND ASSISTANCE WHICH WILL BE OBTAINED AND THE TRAINING PROVIDED TO STAFF TO DEAL WITH SUCH ALLEGATIONS.
- MINIMISE THE RISK OF PEER TO PEER ABUSE AND HOW ALLEGATIONS OF PEER TO PEER ABUSE WILL BE RECORDED, INVESTIGATED AND DEALT WITH AND THE SUPPORT THAT WILL BE PUT IN PLACE FOR THE VICTIM.

To be inserted if the Academy has a nursery

Appendix 3

The rationale of the Academy's Child Protection Policy applies to the nursery operated by the Academy being a provision operated for 2 and 3 year olds (the Nursery). Appendix A deals specifically with the safeguarding at the Nursery and supersedes those elements within the body of the main policy.

At the Nursery, we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the Nursery's other policies and procedures referred to later.

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.

The Nursery is aware that abuse does occur in our society and is vigilant in identifying signs of abuse and reporting concerns. Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies including as part of a multi-agency team, where needed, in the best interests of the child.

The Nursery aims to:

- Keep the child at the centre of all we do.
- Ensure staff are trained to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures.
- Make any referrals in a timely way, sharing relevant information as necessary.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.

- Ensure that children are never placed at risk while in the charge of Nursery staff.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children, or living or working on the Nursery premises including reporting such allegations to Ofsted and other relevant authorities.
- Ensure parents are fully aware of child protection policies and procedures when they register with the Nursery and are kept informed of all updates when they occur.
- Support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

In addition to the sign of abuse detailed at Appendix 1, the following signs will also be acted upon by staff:

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Aggressive behaviour.
- Unexplained injuries to a child or conflicting reports from parents or staff.
- Repeated injuries.
- Unaddressed illnesses or injuries.
- Significant changes to behaviour patterns.

Recording suspicions of abuse and disclosures

Staff should report any concerns to the Nursery's Designated Safeguarding Coordinator or Academy's Designated Safeguarding Lead [insert name] and follow the Academy's procedure for reporting concerns as detailed at Appendix 2.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately in accordance with the procedures detailed at Appendix 2.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Local Authority children's social care team and Ofsted, and/or a Common Assessment Framework (CAF) needs to be initiated. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The Nursery expects all members of staff to co-operate with the Local Authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about a parent's or staff's supposed or actual behaviour.

Procedure:

In addition to the procedure detailed at Appendix 2:

- The adult should reassure the child and listen without interrupting if the child wishes to talk about abuse of any nature. Observed instances should be detailed in a confidential report.

- All signs of marks/injuries to a child when they come into Nursery or occur during time at the Nursery, will be recorded as soon as noticed by a staff member.
- The incident/concerns will be discussed with the parent at the earliest opportunity, where felt appropriate by the Academy's Designated Safeguarding Lead.
- Such discussions will be recorded.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the Nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers to be alone with children or any other adult who may be present in the Nursery regardless of whether or not they have a DBS clearance.

All Nursery staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the Nursery. During induction staff will be given contact details for the LADO (Local Authority Designated Officer), the Local Authority children's services team, the Local Safeguarding Children Board (LSCB) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

[insert name] is the named person within the Nursery who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues within the Nursery, known as the Designated Safeguarding Co-ordinator (DSCO). The Nursery DSCO liaises with the Headteacher and the Academy's Designated Safeguarding Lead, with the Local Safeguarding Children Partnership (LSCP) and the Local Authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field.

- We provide adequate and appropriate staffing resources to meet the needs of all children.
- Applicants for posts within the Nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children.
- This information is also stated within every member of staff's contract.
- We request DBS checks.
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us.
- All students will have enhanced DBS checks conducted on them before their placement starts.
- Volunteers, including students, do not work unsupervised.
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is

dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

- We have procedures for recording the details of visitors to the Nursery and take security steps to ensure that we have control over who comes into the Nursery, so that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support.
- The deployment of staff within the Nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Designated Safeguarding Lead and or DSCO, LSCP/Local Authority children's social care team/Police does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCP.

Support to families

The Nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the Nursery.

The Nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCP with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Employees, supply staff, students or volunteers of the Nursery or any other person working on the Nursery premises

If an allegation is made against a member of staff, supply staff, student or volunteer or any other person who works on the Nursery premises regardless of whether the allegation relates to the Nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the Headteacher who will follow the requirements of the Trust's Allegation of Abuse Policy.

The Local Authority Designated Officer (LADO) will be informed immediately and the Nursery will follow all instructions from the LADO; the Trust reserves the right to suspend any member of staff during an investigation. Unfounded allegations will result in all rights being re-instated. Founded



allegations will be passed onto the relevant organisations including the Local Authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The Trust will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated. All records will be kept until the person reaches normal retirement age or for 21 years and 3 months', if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re-investigation. The Trust retains the right to dismiss any member of staff in connection with founded allegations following an inquiry. Where the allegation concerns supply staff, the agency will be informed and the LADO and the Nursery will support any subsequent investigation.