



CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

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Important Safeguarding contacts for: Green Lane Primary Academy

	Name, email and telephone number
Designated Safeguarding Lead (DSL)	Mrs Bev Waddington Contact through academy office
Deputy Designated Safeguarding staff	Verna Hector Contract through academy office
Designated AAB Member	Mark Wood
Local Authority Designated Officer (LADO)	Ted O'Sullivan and Carolyn Hargreaves 0113 2478457
Assistant Director, Children/pupils Specialist Services	Saleem Tariq
Safeguarding Advisor (LA)	Raminda Aujla 0113 3951211
Referral and Response / Front Door services/ MASH Team (Emergency Duty Team)	Duty and Advice Team 0113 3760336
Out of hours Emergency Team	0113 240 9536
CME Team Children missing education	Louise Bullock 0113 3789652
CSE Team Child sexual exploitation	0113 3760336
Early Help Team/Hub	0113 3781840
Prevent local contact	Julia Holden 07891 273720
Local Police – PCSO link	01132322015
School Nursing service	0113 843 5219
Sexual Health Team	0113 3760336
Drug and alcohol services	0113 3760336

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: Bev Waddington. In the event of absence, Verna Hector is available, as is Lucy Carlisle.

1. INTRODUCTION

1.1 Green Lane fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks to children/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

1.2 There are a number of main elements to our policy:

1.2.1 Prevention through the teaching and pastoral support offered to pupils/students;

1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils/students, Academy staff are well placed to observe the outward signs of abuse;

1.2.3 Support for pupils/students who may have been abused;

1.2.4 Recording incidents, issues and concerns over time.

1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

2.1.1 Establish and maintain an ethos where pupils/students feel secure and are encouraged to talk and are listened to;

2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip pupils/students with the skills they need to stay safe from abuse and to know who to turn to for help;

2.1.4 Include, in the curriculum material, which will help pupils/students develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by the Leeds Safeguarding Children/pupils Board (LSCB)

'Working Together to Safeguard Children/pupils July 2018'
Working_Together_to_Safeguard_Children-2018.pdf

'Keeping Children Safe in Education September 2018'

[Keeping Children Safe in Education - September 2018.pdf](#)

'What to do if You are Worried a Child is being Abused March 2015' (also available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).

3.2 The Principal/Head of Academy will:

3.2.1 ensure it has a DSL who has undertaken the appropriate training, has their DSL role in their job description and is given appropriate time to conduct their duties as required;

3.2.2 recognise the role of the DSL and ensure supervision and ongoing training;

3.2.3 ensure every member of staff knows:

- the name of the designated person and deputies and his/her role;
- that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels;
- they understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.

3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse;

3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;

3.2.6 ensure that pupils/students in the Academy know the name of the designated person and his/ her role;

3.2.7 provide training for all staff so that they know:

- their personal responsibility;
- the relevant parts of the [LSCB] procedures;
- the need to be vigilant in identifying cases of abuse;
- how to support a child who discloses abuse;

3.2.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2019 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document.

3.2.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

3.2.10 ensure all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course in addition to

receiving face to face training in their setting.

- 3.2.11 ensure all staff are given the Child Protection and Safeguarding Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.2.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
 - it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days duration from Academy (or one day following a weekend).
- 3.2.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences core groups and child protection meetings;
- 3.2.14 keep written records of concerns about pupils/students (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children's Services immediately;
- 3.2.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.2.16 adhere to the procedures set out in the [LSCB] Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- 3.2.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.2.18 designate an Academy Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (Mark Wood);
- 3.2.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the [LSCB] website and are referred to here for your reference: [Click here](#)

Safeguarding advisor: Ted O'Sullivan

LADO Contact Details:

- Tel: (0113) 247 8652
- Email: leedslscb@leeds.gov.uk

Where appropriate, a referral should be sent to the LADO using the notification form on [this page](#).

4. **SUPPORTING PUPILS/STUDENTS AT RISK**

- 4.1 We recognise that pupils/students who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.
- 4.2 The Academy will endeavour to support the pupil/student through:
 - 4.2.1 the content of the curriculum to encourage self-esteem and self-motivation;
 - 4.2.2 the Academy ethos, which promotes a positive, supportive and secure environment;

- 4.2.3 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.2.4 liaison with other agencies who support the pupils/students;
- 4.2.5 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the pupils/students and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified, a named individual has taken on responsibility for taking appropriate action.

4.3 When a new pupil arrives at the Academy, a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available [here](#).

4.4 **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy, which is reviewed on a two yearly cycle by the Academy Advisory Body.

4.5 **Physical Intervention**

We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. 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.

When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

4.6 Further Guidance on physical intervention forms part of the academy Positive Handling Policy.

4.7 **Confidentiality**

- 4.7.1 We recognise that matters related to safeguarding may be of a confidential nature.
- 4.7.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.
- 4.7.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.7.4 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with Raminder Aujla on this point.
- 4.7.5 The Principal/Head of Academy or DSLs will disclose any information about a child to

other members of staff on a need to know basis only.

4.8 Induction

- 4.8.1 All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.
- 4.8.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.
- 4.8.3 The programme of induction must include:
 - 4.8.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected; the Behaviour Policy;
 - 4.8.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;
 - 4.8.3.3 information about the Trust's complaints, conflict resolution and whistle-blowing policies;
 - 4.8.3.4 information about safe practice and the arrangements in place to support staff in their work;
 - 4.8.3.5 an introduction to the Academy's child protection policies and procedures; The Child Protection Policy;
 - 4.8.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);
 - 4.8.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;
 - 4.8.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);
 - 4.8.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;
 - 4.8.3.10 understanding of the Safeguarding Policy and staff code of conduct;
 - 4.8.3.11 The eSafety Policy;
 - 4.8.3.12 the safeguarding response to children who go missing from education.

Please see Trust Induction Policy, e Safety Policy.

4.9 Supporting Staff

- 4.9.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 4.9.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.10 **Allegations Against Staff**

- 4.10.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils/students or parents to be conducted in view of other adults, where possible.
- 4.10.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.10.3 We understand that a pupil/student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with pupils/students, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 4.10.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- 4.10.5 If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.
- 4.10.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.11 **Whistle-blowing**

- 4.11.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.
- 4.11.2 Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor id badges.
- 4.11.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included below.

Please see the Trust whistleblowing policy.

4.12 **What to do if you have concerns about a child**

For the avoidance of doubt the Four R process requires the following:

R – refer to Designated Safeguarding Lead

R – request an update of action from Designated Safeguarding Lead

R - if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website).

See Appendix 4 for Leeds flowchart.

4.13 **Racist Incidents**

Our policy on racist incidents is in line with the Local Children's Safeguarding Board- guidance [here](#). We record all racist incidents on CPOMS.

4.14 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

4.15 **Response**

4.15.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent, then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.16 **Honor Based Violence -Female Genital Mutilation (FGM) and Forced Marriage**

4.16.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.16.2 The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

4.16.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.16.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.16.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

4.16.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

4.16.7 A forced marriage can be defined as a marriage which an individual is forced to consent to after physical or sexual violence, threats, or through emotional and psychological pressure such as being made to feel like shame is being brought on a family. Forced marriage is illegal in the UK and every individual has a right to say no if they are being forced to marry someone. The minimum age for marriage in the UK is 16. It is also breaking the law if someone is taken to another country and forced to marry there.

4.17 **Child Sexual Exploitation (CSE)**

- 4.17.1 CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.
- 4.17.2 Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - 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; and
 - Children who regularly miss school or education or do not take part in education.
- 4.17.3 Like all forms of child sex 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;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
 - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- 4.17.4 The Academy will endeavour to support the pupil/student through:
- The content of the curriculum which promotes respect for others and the values and principles of the school;
 - Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
 - The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
 - Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.18 **Peer on Peer Bullying and Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse

and that all children are capable of abusing their peers. This is most likely to include, but may not be limited to:

- 4.18.1 bullying (including cyber bullying);
- 4.18.2 Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- 4.18.3 sexual violence and sexual harassment;
- 4.18.4 sexting (also known as youth produced sexual imagery);
- 4.18.5 initiation/hazing type violence and rituals; and
- 4.18.6 gender based violence/sexual assaults and sexting.
- 4.18.7 Upskirting is a criminal offence from Sept 2019
- 4.18.8 Staff are aware that children can become involved in serious violent crime including criminal networks, gangs and County Lines gangs.

The academy recognizes the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. This behaviour will not be tolerated or passed off as ‘banter’, ‘just having a laugh or ‘part of growing up.

The Academy will endeavour to support the pupil/student through:

- 4.18.9 the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- 4.18.10 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.18.11 The pastoral team will support individual students, listen to and investigate their concerns and refer concerns to the designated safeguarding lead;
- 4.18.12 Perpetrators, victims and children affected by this abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff;
- 4.18.13 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.18.14 Green Lane Primary Academy will follow statutory guidance as per [Keeping Children Safe in Education - September 2018.pdf](#)

4.19 Prevention

- 4.19.1 We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.
- 4.19.2 The Academy will therefore:
 - 4.19.2.1 work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
 - 4.19.2.2 include regular consultation with children/pupils e.g. regular activities that

reflect pupil voice;

- 4.19.2.3 ensure that all children/pupils know who the designated safeguarding officer is;
- 4.19.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm. GLPA's PSHE curriculum reflects the mandatory curriculum for Relationships and Sex Education which is required from September 2020
- 4.19.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks;
- 4.19.2.6 provide on- going training to staff to ensure they have the skills to recognize and support children. (Keeping Children Safe in Education Part 1 contains further information about specific forms of abuse and safeguarding issues) [Keeping children safe in education part 1 Sept 2019.pdf](#)

4.20 **Children Missing from Education (CME)**

- 4.20.1 Green Lane Primary Academy monitors the attendance of children through their registers.
- 4.20.2 When a child is absent from school the academy will make contact with the parent, relatives and neighbours using known contact details.
- 4.20.3 We will hold where possible, more than one emergency contact number for pupils.
- 4.20.4 Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.
- 4.20.5 When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support
[Children Missing Education - statutory guidance.pdf](#)

5. **ALTERNATIVE PROVISION**

- 5.1 Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Green Lane Primary Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

5.2 **Monitoring and Evaluation**

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT
- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- record
- Logs of incidents (CPOMS)

- Parent voice

6. **THE ROLE OF THE AAB**

6.1 The AAB understands that their role is not to deal with individual cases.

6.2 The AAB will ensure that:

6.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;

6.2.2 the Academy reviews policies and procedures on an annual basis.

6.3 The Principal/ Head of Academy will ensure that:

6.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;

6.3.2 the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA;

6.3.3 a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;

6.3.4 the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and has appropriate refresher training to keep knowledge and skills up to date;

6.3.5 all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

7. **RECRUITMENT**

7.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

7.2 The DSL's who are involved in recruitment and at least one member of the AAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

8. **VISITORS TO THE ACADEMY**

8.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

9. **REVIEW**

9.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

APPENDIX 1 - LINKS TO OTHER POLICIES

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns/complaints
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- **Sexual violence and harassment between children in schools and colleges**
Sexual violence and sexual harassment between children in schools and colleges.pdf
- **UKCCIS sexting**

DFE Working together to safeguard Children [Working Together to Safeguard Children-2018.pdf](#)

DFE – Keeping Children/pupils Safe in Education
[Keeping Children Safe in Education - September 2018.pdf](#)

DFE – Prevent Duty June 2015
[prevent-duty-departmental-advice-v6.pdf](#)

DFE – What to Do if You're worried a Child is being abused March 2015
[What to do if you re worried a child is being abused.pdf](#)

APPENDIX 2- Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2015)

Neglect

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual Abuse

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse

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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse

- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

APPENDIX 3 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

PHYSICAL ABUSE

Physical abuse could include any form of physical harm to a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children/pupils
- making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues is contained in Annex A : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this annex:

[Keeping Children Safe in Education - September 2018.pdf](#)

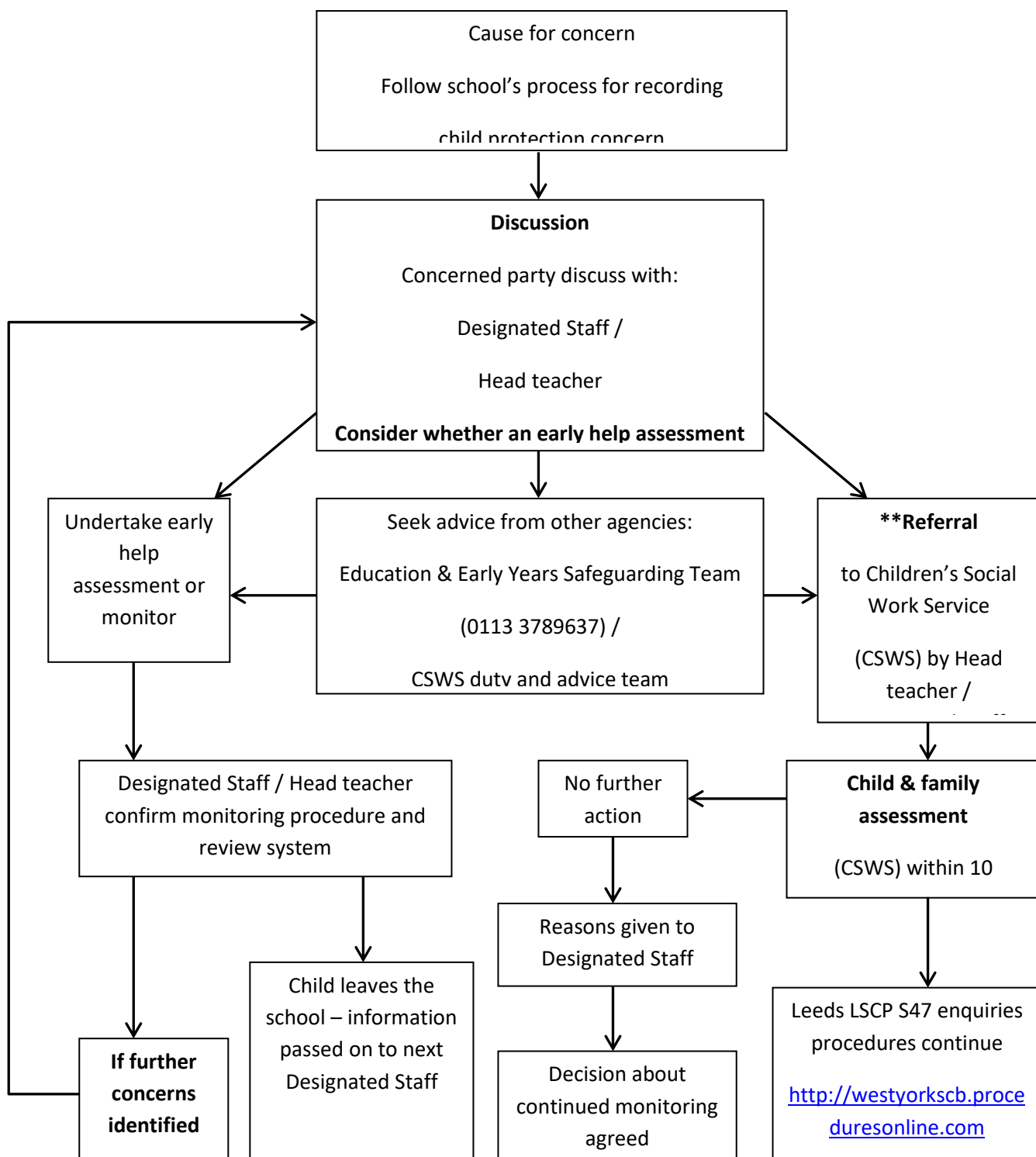
CONTEXTUAL SAFEGUARDING

(Taken from Working together to safeguard children, DfE 2018)

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

APPENDIX 4- SUMMARY OF IN-SCHOOL PROCEDURES TO FOLLOW WHERE THERE ARE CONCERNS ABOUT A CHILD



APPENDIX 5 - GDPR Guidelines for School Staff

DO:

- ✓ **Remember that data protection laws DO NOT stop you from reporting safeguarding concerns**
 - You must still report to the relevant people where you're concerned about a child. You do not need anyone's consent to do this
- ✓ **Only collect the information you actually need**
 - When you're requesting information (for example, via consent forms, admissions forms or surveys) ask yourself "Do I really need this? What will I actually use it for?"
 - If you don't need it, or only want it "just in case", don't collect it
 - If you've already collected personal information that you don't need, delete it
- ✓ **Keep personal data anonymous, if possible**
 - For example, if you're emailing a colleague about accommodating a pupil's religion, or about managing a pupil's medical condition, don't name the child if you don't need to
 - This is particularly important with photographs for external use – if you have an image of a child, don't attach their name to it unless you have explicit consent to do so
- ✓ **Think before you put information up on the wall**
 - If your display is an essential part of teaching and learning, or helps to keep pupils safe, it's fine. This might include medical information, or a list of parents' evening appointments. Still only display the information you really need to
 - If your display is non-essential, promotional, or there might be a safeguarding risk, either ask the pupil or parents for consent first or just don't display it
- ✓ **Take care when you're taking personal information home with you**
 - Sign documents containing personal data out and in from the school office
 - Keep physical documents in a secure, closed folder along with your contact details in case the folder is lost
 - Store the documents in a safe place at home – don't leave them in your car or at a friend's house
- ✓ **Practise good ICT security**
 - Passwords should be at least 8 characters, with upper and lower-case letters and special characters
 - Password-protect documents and email attachments that include personal data
 - Always double-check that you're emailing personal data to the correct person, who is authorised to see it
 - Use 'bcc' when you're emailing a group of people who don't have email addresses for everyone else in the group, e.g. parents or volunteers

DON'T:

- × **Leave personal data out on your desk**
 - Keep your desk clear, so people cannot see information about others accidentally. The same goes for personal data written on post-it notes, on top of the printer, or on an unattended computer screen
- × **Take any sensitive personal information home with you**
 - If the information is confidential, sensitive or risky, it's best to leave it on the school site or computer system, where there are security measures and processes in place
- × **Use memory sticks**
 - If you really need to use one, make sure it is encrypted

If something doesn't seem right, talk to our data protection officer (DPO):

Lucy Carlisle

(Head of Academy)

Report to our DPO immediately if you think personal data has been lost, stolen or wrongly disclosed. This is so we can quickly take steps to mitigate the impact of the breach.

You should also speak to our DPO if:

- You have any concerns at all about keeping personal data safe
- You're introducing a new process or policy that involves using personal data
- Anyone asks you to see the data that we have about them. This is called a 'subject access request', and the person will be entitled to this information