



SWB

SOUTH WOLVERHAMPTON & BILSTON ACADEMY



Child Protection Policy 2016-2017

RESPONSIBILITY: Jane Dickens, Deputy Vice Principal (Student Services and Safety)

REVIEW DATE: September 2017

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'LEARNING FOR LIFE, SECURING SUCCESS'

1.1 Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding children. All staff and professionals at the Academy ensure that their approach is child-centred and consider at all times what is in the best interests of the child.

At SWB Academy, the welfare of every individual student is paramount. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow procedures to ensure that students receive effective support, protection and justice, with staff maintaining the attitude **"it could happen here"**.

SWB Academy is committed to following the guidance issued in the Children's Act 2004 and DCSF Working Together to Safeguard Young People (2015), Keeping Children Safe in Education (2016) and our Child Protection Procedures are compatible with, and meet all the requirements of the Wolverhampton Local Children's Safeguarding Board (LCSB). We also recognise the critical importance of actively contributing to multi-agency child protection policy and practice.

Our Academy is a community and all those directly connected have an essential role to play in making it safe and secure. The Academy recognises that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The SWB Academy Child Protection Policy is mandatory for all staff, governors, visitors and volunteers in the Academy and not subject to individual discretion. The Policy Statements and Principals in this document are intended as additional to the Safeguarding Policy, to cover specific Child Protection needs.

- We believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- We recognise the importance of providing an environment within our Academy that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- We recognise that all adults within the Academy, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm.
- We will work with parents to build an understanding of the Academy's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.
- We are pro-active in ensuring that all online materials and access to the internet is filtered and monitored to ensure safe online arrangements. (See E-safety Policy)

1.2 Policy Aims

- To ensure that the Academy's responsibility to protect all children is of paramount importance; and there is consistent good practice across the Academy;
- To ensure that the Academy makes adequate provision for children who are in special circumstances (including those students identified as having Special Educational Needs), or new to the Academy.
- To ensure all staff have the necessary information to enable them to meet their Child Protection responsibility.

1.3 Definitions

Abuse; including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. The Academy seeks advice and guidance for any students over the age of 18 to ensure they receive appropriate support.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (2016)* 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; and
- taking action to enable all children to have the best outcomes.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

For more definitions, see [Wolverhampton Child Protection and Safeguarding procedures](#).

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Academy staff who have day-to-day contact with students are particularly well placed to observe outward signs of abuse. **Many children will exhibit some of these indicators at some time and the presence of one or more should not be taken as proof that abuse is occurring, but will in all situations lead to a student concern from and thorough investigation.**

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. They may be abused by an adult or adults, another child or children, family, institution, community setting or by others e.g. Via the internet.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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 or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent 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 for meeting the needs of another person. 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious 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 of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involve 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 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.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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 involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

1.4 Roles and Responsibilities

Roles	Responsibilities
<p>The Principal</p>	<ul style="list-style-type: none"> • Is ultimately responsible for Child Protection within the Academy; • Ensures that the Child Protection Policy and procedures are implemented and followed by all staff; • Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Protocol for Whistleblowing; • Ensures that the Academy grounds and buildings are secure and safe; • Is responsible for recruitment and appointment of staff and volunteers for the Academy, ensuring that our Guidance for Safer Recruitment and Protocol for Recruiting and Appointing Staff are followed; • Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
<p>Designated Safeguarding Lead (Deputy Vice Principal)</p> <p>Deputy Safeguarding Leads</p>	<ul style="list-style-type: none"> • The designated safeguarding lead takes lead responsibility for safeguarding and child protection and is explicit in the role holders job description • The Academy has two deputy safeguarding leads who are trained to the same standard as the DSL. Level 3 Child Protection and specific individual knowledge. • A safeguarding lead is available during school hours and during out of hours/out of term activities including residentials <p>Specific duties include:</p> <ul style="list-style-type: none"> • Ensures that students’ safety and welfare is addressed through the curriculum; • Is appropriately trained and has an understanding of the Wolverhampton LSCB procedures; • Acts as a source of support and expertise to the Academy community; • Keep written records of all concerns, ensuring that such records are stored

	<p>securely;</p> <ul style="list-style-type: none"> • Ensures that all staff receive appropriate Child Protection training and keeps a record of staff attendance at such training, and updates staff on any changes to procedures as appropriate and ensures that all staff sign to indicate that they have read and understood the Child Protection Policy; • Is involved in the induction of new staff to the Academy to ensure that they are fully conversant with our Child Protection Policies and understand their responsibility with regard to this; • Refers cases of suspected child abuse to children’s social care or the police as appropriate; • Notified children’s social care if a child with a child protection plan is absent for more than two days without explanation; • Ensures that when a student with a child protection plan leaves the Academy, their information is passed to their new Academy and the student’s social worker informed without delay; • Co-ordinates the Academy’s contribution to child protection plan; • Develops effective links with relevant statutory and voluntary agencies and co-operates fully with their enquiries regarding child protection matters, including attendance at and/or contributing to case conference; • Ensures that the appropriate Year Leaders are aware of students with child protection plans; • Ensures that the Child Protection Policy is reviewed and updated in the light of new mandatory or advisory guidance at least annually; • Liaise with the nominated Governor and Principal as appropriate. • To ensure staff understand and discharge their role and responsibilities as set out in Part 1: Keeping children safe in education 2016 • Identifying students who may benefit from early help. • Recognising when Early Help Assessments are not enough to improve a child’s situation, by informing Social Care.
<p>Designated Governor for Safeguarding and Child Protection</p> <p>Governing Body</p>	<ul style="list-style-type: none"> • Is appropriately trained; • Ensure appropriate online filters and monitoring is in place (see Esafety Policy) • Leads on Child Protection issues when the Principal is the subject of an allegation; • Reports to the Academy Trust Board directly with regards to Child Protection issues at the Academy; • Staff training is in line with the LSCB • Challenges the Principal to demonstrate that the procedures within this policy and the associated guidance and protocols are being strictly adhered to by all staff. • Ensures all staff undergo training at induction. • To ensure students are taught about safeguarding including online, through Learning for Life opportunities i.e.; tutor time, lessons, assemblies, SRE etc..
<p>All SWB Academy staff</p>	<ul style="list-style-type: none"> • To ensure student safeguarding is the utmost priority; • To ensure the Policy is read and understood in relation to individual responsibility and that appropriate training is undertaken and understood. • To be alert and vigilant at all times with regards to safeguarding, informing the DSL or Principal immediately of any concerns regarding a student’s well-being; • Follow academy security and Health & Safety policy at all times. • To have the opportunity to contribute to safeguarding and child protection policies.
<p>Other Stakeholders</p>	<ul style="list-style-type: none"> • To be alert and vigilant at all times with regards to safeguarding, informing the DSL or Principal immediately of any concerns regarding a student’s well-being; • Follow academy security and Health & Safety protocols at all times when on academy premises.

Supporting Students

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our Academy may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

SWB Academy will support all students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing students with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Child Protection and Safeguarding Procedure

We have developed a structured procedure in line with **Wolverhampton Safeguarding Board** which will be followed by all members of the Academy community in cases of suspected abuse. In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern, or in times of advice/guidance.

The name of the Designated Safeguarding Lead (DSL) will be clearly advertised in the Academy; **Mrs J Dickens and Deputy Safeguarding Officers; Ms Julie Jones, Mr Chris Simpson and other professionals.**

We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory Academy materials. Parents also receive notification of any safeguarding concerns and newsletters.

Safer Recruitment

Our Academy has robust recruitment and vetting procedures to help prevent unsuitable people from working with children. Our job advertisements and application packs make explicit reference to the Academy's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with **Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2016.**

At least one member on every short listing and interview panel will have completed safer recruitment training. The Principal is responsible for ensuring that safer recruitment training is kept up to date. There is a safeguarding question on all interviews.

The Principal and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

Staff Induction, Training and Development

All new members of staff to the Academy will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, **Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, 2016** and other related policies. All new staff also complete Channel on-line certification.

The DSL and Deputies will undergo updated child protection training every two years and other mandatory training, they will also undertake specific child related updates on securing all aspects of child protection.

All staff members of the Academy will undergo appropriate safeguarding and child protection training (whole-Academy training) annually. All governors must undergo governor specific online awareness training at least every two years. Termly CPD opportunities are given on specific safeguarding issues. E.g. sexual exploitation, forced marriage, etc... The Child Protection Governor is Level 3 trained.

In addition staff will receive updates via email, newsletter and staff briefings to provide them with relevant skills and knowledge to safeguard children effectively.

Staff members who miss the whole-Academy training will be required to undertake other relevant training to ensure their knowledge is consistent.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-Academy training if it takes place during their period of work for the Academy.

The DSL will provide at least an annual briefing to the Academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

The Academy will maintain accurate records of staff induction and training.

Inter-Agency Working

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police, Children's Social Care and Health Services to promote the welfare of children and protect them from harm. The Academy will follow procedures and policies of the LSCB.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children. Information sharing with agencies is vital in identifying and tackling issues, it is clear this is especially important to identify and prevent child sexual exploitation.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the **Wolverhampton Local Safeguarding Children Board**. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

Visiting staff and those with specialist roles within the academy

Staff who have a specialist role within the Academy and visitors should also know that they have a responsibility with regards to child protection and understand their duty to report any concerns. All specialist staff and visitors are issued with a Visitors Booklet on their first arrival at the Academy. The following areas are worth a specific note:

- MAST/EWO – all concerns must be reported to the DSP, they must not begin an investigation. Should an Early Help Assessment be required and implemented by a member of MAST, this should be brought to the DSP's attention prior to parental contact.

- Counsellors – a check on appropriate qualifications will be made, good practice will be followed in terms of the physical location and monitoring of the sessions.
- Visiting Specialists – Directors of Departments have the responsibility to ensure all additional staff, volunteers etc. are properly vetted through the HR, the Principal must be informed in writing of any such people prior to them taking up a role in the Academy. There is a visiting speakers policy which is shared prior to visiting speakers having contact with students.

Whistle-Blowing and Complaints

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Principal, the Chair of the Governing Body or with the Local Authority Designated Officer.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

Site Security

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into Academy. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the Academy site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The Academy will not accept the behaviour of any individual, parent or anyone else, that threatens Academy security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the Academy site.

Any visitor causing concern will be reported to the relevant agencies as a matter of urgency. The visitors handbook provides child protection information.

Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

We will complete an audit of the Academy's safeguarding arrangements at frequencies specified by the **Wolverhampton Local Safeguarding Children Board** and using the audit tool provided by them for this purpose.

The Academy's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Policy Review

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

Policy Specific Statements and Principles

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due to more societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Disabled or having special educational needs
- Living in a domestic abuse situation
- Affected by parental substance abuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Do not have English as a first language

Looked After Children In Education

The Academy ensures all students who are within the care system are supported personally and academically. The Academy has a designated teacher for Looked After Children who ensures staff are trained appropriately and have the knowledge to protect and promote the welfare of looked after children. The Academy has a specific policy in place for Looked after Children.

Children with Special Educational Needs and Disabilities

The Academy acknowledges that students with Special Educational needs and disabilities may face additional safeguarding challenges. The Academy takes into consideration a student's specific needs when indicators may present as possible abuse, unsettled emotional wellbeing and breakdown in communication.

The safeguarding team are aware of potential communication difficulties and use a range of strategies to overcome any potential barriers to understanding. All teaching staff are aware of students on the SEN/Disabilities register and uses Wave1 strategies to ensure their level of understanding for all safeguarding/wellbeing lessons is fully understood by the student.

Children from overseas

Large numbers of children arrive into this country from overseas every day, locally these are referred to as New Arrival Students. Many of these children do so legally in the care of their parents. However, many children are arriving into the UK who may be:

- In the care of adults who, whilst they may be their carers, have no parental responsibility for them;
- In the care of adults who have no documents to demonstrate a relationship with the child;
- Alone;
- In the care of agents.

At SWB Academy we have New Arrival students allocated to us through the Local Authority. As such, it is vital that the Academy is aware of the care and living arrangements for these children, and this is known by the Designated Senior Person for Child Protection, Pastoral Leaders, Senior Directors and the child's Form Tutor. For the purpose of general safeguarding specific measures are taken to ensure that children from overseas are kept safe by;

- Ensure relevant documentation is available in the home language and made available to the child and parents;
- Contact the Local Authority to ensure that all circumstances of the child's arrival in the UK is known, also ensure that we are aware of any special circumstances which are then shared as appropriate with Academy staff;
- Work with other agencies to identify any specific home country practices which may place the child's safety at risk and act as appropriate to ensure the child and parents are aware of UK safeguarding practices;
- Year Leaders to ensure regular safeguarding checks are made with the child concerned.

For Child Protection purposes, the Academy will also:

- Be vigilant to the specific needs of New Arrival students.
- Engage the services of an interpreter when discussing issues with New Arrival students who are considered at risk of being placed or who are already placed on the Child Protection Register.

Abuse of Trust

All Academy staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. In addition, staff should understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. Additionally, the Academy does not condone a sexual relationship between a member of staff and a student, even if the student is over 18, as we believe this contravenes moral obligations placed on staff who are in a position of authority and trust over all students. The staff Code of Conduct sets out expectations of staff.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidents of bullying should be reported immediately, student's well-being will be supported and children will be listened to. Any suspected bullying concern will be managed through our Behaviour Policy. The subject of bullying is addressed at regular intervals in the personal, social and health education/Learning For Life curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

The Anti-Bullying policy should be referred to for further information and guidance.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection.

The management of children and young people with sexually harmful behaviour is complex and the Academy will work with other relevant agencies to maintain the safety of the whole Academy community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for victim, perpetrator and associate families.

Allegations of abuse made against other children

At SWB Academy we believe that all children have a right to attend Academy and learn in a safe environment. Children should be free from harm by adults in the Academy and other students. (peer on peer abuse)

Staff recognise that children are capable of abusing their peers. The Academy educates students on safe behaviours including keeping themselves and others safe including what is appropriate behaviour. Students are aware of the safeguarding team and know they can talk to any member of staff should they feel unsafe by another peer. This is verbally or by online Report a Student Problem. Clear communication lines and support will be made with parent/carers.

The Academy takes any peer on peer concerns seriously and all students will be spoken to individually in a caring safe environment. The Academy would seek external support as appropriate e.g. CEOP, Police, Social Care. The Academy behaviour policy will be followed to ensure correct sanctions are in place.

Any victims of peer on peer abuse will be provided with agreed appropriate support, this will include the use of student support centre and counselling.

It is essential that students realise that their inappropriate actions have a significant impact on victims and others and that any form of abuse will not be tolerated and not passed off as banter.

Examples of peer on peer abuse include;

- Sexting
- Any form of Bullying
- Sexual Exploitation

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy's Behaviour Policy.

Safer workforce and managing allegations against Staff and Volunteers

We will prevent people who pose risks to children from working in our Academy by ensuring that all individuals working in any capacity at our Academy have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2016*.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our Academy.

We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2016*.

Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Staff must remember that it is their responsibility to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries;

- Show signs of pain or discomfort, have untreated medical problems;
- Keep arms and legs covered, even in warm weather;
- Be concerned about changing for PE or swimming;
- Look unkempt and uncared for, have poor person hygiene;
- Change their eating habits or appearing undernourished, stating that they have frequently not eaten or are inappropriate (e.g. living on sundries rather than food such as crisps, chocolate, etc.);
- Having difficulty in making or sustaining friendships;
- Appear fearful, excessive over-reaction to mistakes, continual self-deprecation;
- Be reckless with regard to their own or others' safety;
- Self-harm;
- Frequently miss School or arrive late;
- Show signs of not wanting to go home;
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- Challenge authority;
- Become disinterested in their Academy work;
- Be constantly tired or preoccupied;
- Be wary of physical contact;
- Be involved in, or particularly knowledgeable about drugs or alcohol;
- Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. **It is very important that any concerns are reported as a matter of urgency verbally to the Safeguarding Team followed by a student concern form – 'absolute proof' is not needed that the child is at risk.** The DSL will take all concerns seriously and ensure appropriate follow up action.

Minimising the risk of safeguarding concerns towards students from other students

On occasion, some students will present a safeguarding risk to other students. The Academy should be informed that the young person raises safeguarding concerns, for example, they are coming back into Academy following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Safeguarding allegations

Allegations may be made against students by others in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the Academy
- indicates that other students may have been affected by this Academy
- indicates that young people outside the Academy may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse;

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

What to do

When a concern/complaint is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern or doubt the DSL should be informed immediately.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Social Care to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough Academy investigation should take place into the matter using the Academy's usual disciplinary procedures.

In situations where the Academy considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterized by anxiety or depression, self-harm, eating disorders, alcohol and substance abuse, unequal

and destructive relationships and long-term medical or psychiatric difficulties. The Academy continues to monitor any students who are known to have had previous Social Care intervention to ensure their personal well-being is good.

Historical Abuse

Reports of abuse which happened in the past need to be reported immediately to the DSL. Students reporting historical abuse will benefit from family support and may need specific therapeutic or professional help. In addition, child protection agencies will need to consider whether or not to conduct a child protection investigation, as a crime may have been committed and other children with whom the alleged abuser is (or has been) living or working may have been abused or be at risk of significant harm.

Reporting suspected risk and disclosures

There will be occasions when you suspect that a student may be at risk, but there is no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs.

In these circumstances, the Academy will try to give the student the opportunity to talk. The signs noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help them in any way. If, following your conversation, you remain concerned, you should discuss your concerns with the DSL. Use the Student Concern Form to record these early concerns.

Taking Emergency Action

The procedure to be followed when reporting a suspected Child Protection Concern is simple;

- Ensure the child is safe and supervised where possible
- Complete a student welfare/concern form and return immediately to the DSL, or report direct to the DSL if accusations are urgent. In the absence of the DSL please see the Deputy DSL or the Principal.

However, sometimes emergency action is needed. Circumstances requiring emergency action may be:

- A disclosure or accident out of Academy hours or occurring off Academy premises.
- They are convinced that a direct report is the only way to ensure the student's safety.

Key points to remember for taking emergency action are:

- In an emergency take the action necessary to help the child, for example, call 999 or the Local Authority Duty Social Care Team;
- Report your concern to the DSL/Principal as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issues with colleagues, friends or family;
- Complete a Child Protection Report form within 24 hours (MARF);
- Seek support for yourself if you are stressed.

Dealing with a disclosure made by a child – advice for all members of staff

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance;

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.

- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Discussing concerns with the family and the child – advice for the Designated Safeguarding Lead

In general, you should always discuss any concerns the DSL may have with the child’s parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If you make a decision not to discuss your concerns with the child’s parents or carers this must be recorded in the child’s child protection file with a full explanation for your decision.

It is important to consider the child’s wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children’s Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children’s Social Care, unless you consider that this would place the child at increased risk of significant harm.

You do not need the parents’ consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children’s Social Care.

If you decide to refer the child without the parents’ consent, make sure to record this with a full explanation of your decision.

When you make your referral, you should agree with Children’s Social Care what the child and parents will be told, by whom and when.

Early Help for children and families

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our Academy or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our Academy will work together with other agencies to provide a coordinated offer of early help, in line with **Working Together to Safeguard Children 2016** and local guidance, to any child who needs it.

We will pool our knowledge within the Academy and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Duty and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

Referral to Social Care Services

The DSL/Deputy DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. **All staff must be familiar with the Advice on Student Disclosures of Information and follow this if a student does begin to reveal that they are being harmed.**

Children's Social Care led responses to concerns about a child

Once Children's Social Care has accepted our referral as needing a social-care-led response, a social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.

We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

Concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. The Academy Protocol for Whistleblowing enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues must be reported to the Principal. Concerns about the Principal should be reported to the Chair of Governors.

The Academy follows the guidance of informing the LADO and contact is made to ensure the right course of action.

Where a student or parent raises a concern about a member of staff displaying poor practice towards a student that initially does not reach the threshold for child protection action, this will be dealt with as detailed in the Staff Discipline, Conduct and Grievance Policy. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the Principal and Governors. See Appendix 1.

Procedures for managing allegations of abuse made against Academy staff members of volunteers

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our Academy. All staff must remember that the welfare of the child is paramount.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2016 are adhered to and will follow the flow chart in Appendix 2.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that neither the Principal nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.

The Principal or Chair of Governors will follow the flow chart in Appendix 1. No member of staff or the governing body will undertake further investigations before receiving advice from the Social Care or LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should follow the flow chart in Appendix 1 and make the appropriate contact direct.

Supporting people:

- The Academy together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.

- The Principal will ensure that the child and family are kept informed of the progress of the investigation.
- Human Resources will be contacted at the earliest opportunity in relation to the investigation of any allegation in line with the Academy's Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
- The Human Resource office will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Principal will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

The Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic, but in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The full procedures for dealing with allegations against staff is contained in the Academy Staff Discipline, Conduct and Grievance Policy.

Confidentiality and sharing information

All staff understand they should never promise a child that they will not tell anyone about an allegation.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL, Principal or Chair of Governors (depending on who is the subject of the concern). Staff will also maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and Children's Social Care.

That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. SWB Academy follows the Information Sharing Guidance from Wolverhampton Safeguarding Board.

Child protection information will be stored and handed in line with Data Protection Act 1998 principles, ensure that information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's Academy.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they should refer the request to the Principal.

The Data Protection Act does not prevent sharing information with relevant agencies, where that information may help to protect a child.

Members of staff should never use confidential or personal information about a student or his/her family for their own or others' advantage. Information must never be used to intimidate, humiliate or embarrass a student. Confidential information about a student should never be used casually in conversation or shared with any person other than on a need-to-know basis.

All staff members have a professional responsibility to share information with other agencies in order to safeguarding children.

The Academy may have to share information about parents or carers such as substance misuse or disability for investigations of child abuse carried out by Social Care.

Photography

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, we must ensure that we have safeguards in place. To protect students we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or other publications);
- Seek parental consent and maintain a consent log which will be checked before any images are procured;
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them.

Recording Information

Good record keeping is essential for effective child protection practice and the Academy will ensure that all records:

- Are written within 24 hours and are dated
- Clearly distinguish between fact, observation, allegation and opinion
- Contain name(s), dates, places and the event
- Contain details of follow-up telephone calls/conversations, what was said and any action taken
- Be held separately from the main Academy student record file
- Will be sent separately to the DSP and marked Highly Confidential, if a child moves to another Academy
- Staff need to be aware that their records may be used in criminal proceedings which strengthens the need for accurate and detailed records
- Student records for Social Care cases have stand-alone files and are updated and maintained accordingly.

Academy record forms will prompt staff to include the appropriate amount and type of detail to support them in completion. All forms are stored electronically on the Academy intranet system.

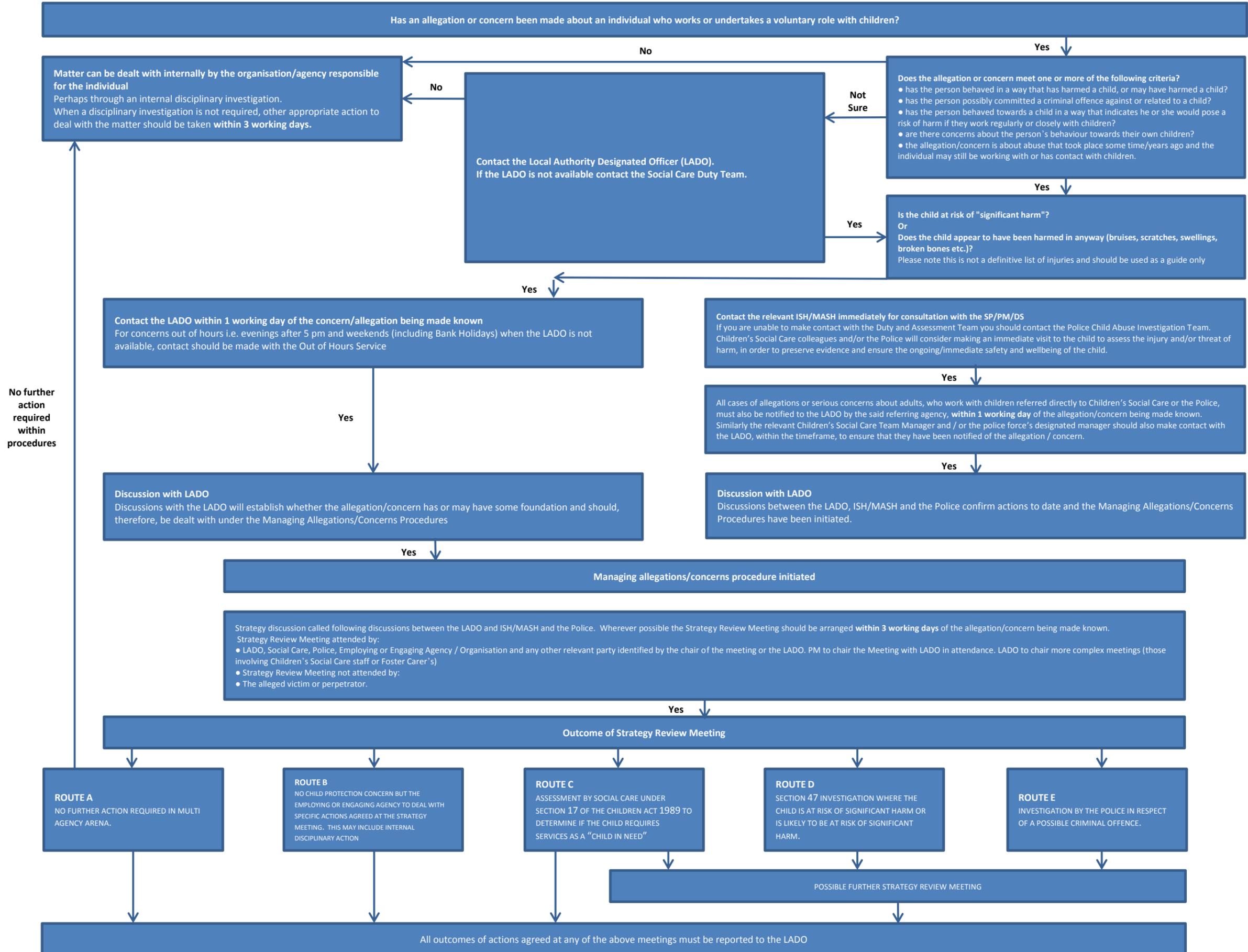
All staff members, governors, volunteers, contractors and activity providers should ensure that they record concerns appropriately.

Professional challenge and disagreements

1. Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
2. We will promote a culture within our Academy that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the Academy. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated safeguarding lead, the Principal, the chair of governors or with the Local Authority Designated Officer.
3. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
4. Social Services are required to acknowledge written referrals within one working day of receipt, therefore if the Academy has not had acknowledgement, this maybe through verbal or written communication. A record of each contact will be kept by the member of staff making the referral, including the name of the officer who was spoken to, time and date of call, outcome of call.
5. In the event of the Academy not being satisfied with the response, the DSL will liaise directly with the Duty Team Manager for Child Protection to try to resolve a more satisfactory outcome for the student concerned.
6. If there are any professional disagreements with practitioners from other agencies, the DSL or the Principal will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Wolverhampton Safeguarding Board.
7. In the event of the DSL/Principal not being satisfied with the response to the referral, she will write to social services outlining her views about the response to the referral. As a last resort, the Principal will request the Chief Executive to write to the Chair of the Wolverhampton Children's Safeguarding Board, whose role is to help ensure that all agencies are working effectively and collaboratively to safeguard children and that any barriers to effective multi-agency working are properly addressed.

Appendix 1

Managing allegations/concerns about individuals who work with children



Appendix 2

Specific Safeguarding Issues

Academy staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the **Wolverhampton Safeguarding procedures** has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

The government website, **GOV.UK**, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the **GOV.UK** website and the **Wolverhampton Safeguarding procedures** for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour based violence
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

Appendix 2a

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where 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 cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and Academy staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the Wolverhampton Local Safeguarding Children's Board guidance will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation. The Academy operates a vulnerability audit for at risk students.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

<http://www.wolverhamptonsafeguarding.org.uk/>

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance;

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation;

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Appendix 2b

Self-harm and suicidal behaviour

Definition; Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Staff should immediately ensure the DCP is informed verbally and with a completed student concern form.

Recognition – What to look for

The DSL will follow Wolverhampton Safeguarding procedures but in addition, The Academy will support students through the safeguarding team, Student Support Centre and Counselling Service and refer to external agencies e.g. Social Care, CAMHS referrals. Continued links will be made to CAMHS and the student's well being will be monitored at all times. All students have a listening ear within the Academy with any potential issues that may cause any student to have additional stresses minimised or removed. Parents are supported and encouraged to access the safeguarding team to discuss any concerns they have regarding their child's emotional well being.

All students are taught through the Learning for Life programme how to keep safe and this includes emotional well being e.g. resilience, confidence building, improving self esteem and mental health awareness e.g. healthy minds.

Appendix 2c

Radicalisation and Extremism

The Counter-Terrorism and Security Act outlines the role education and other children's services providers need to play in preventing young people from being drawn into terrorism.

One of the risks that children and young people can be affected by today is exposure to or involvement with groups or individuals who condone violence as a means to a political or religious end. Violent extremist causes range from animal rights to far right to international terrorist organisations. SWB Academy recognises we have a responsibility to protect our students from extremist views as young people can be drawn in to violence themselves or they can be exposed to messages within the family and community. This can put a young person at risk of being drawn in to criminal activity and has the potential to cause significant harm.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. This can happen in many different ways and settings. Specific 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 young people. The Academy operates a high level of internet filters and monitoring with daily reports of any internet useage that may cause concern. The student/staff member would be seen immediately and any concerns reported to channel. Records are kept of searches and actions taken.

As with all safeguarding risks, staff are alert to changes in students behaviour which could indicate that they need help or protection.

Information is provided to staff as part of our child protection training programme to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community.

The Academy curriculum reinforces fundamental British values such as freedom of speech, democracy and equal rights. It ensures that students are not exposed to or influenced by intolerant or extremist views and equips students with appropriate skills, knowledge, understanding and awareness as part of our whole Academy Learning for Life programme. As part of this process lessons are delivered to students, in all year groups, on the risks associated with radicalisation. The DSL has undertaken training and delivers prevent training to staff and governors through channel prevent programme. The DSL attends local briefings on awareness and intelligence, within the local community and Police networks, and informs staff and governors of local community issues.

Annual child protection training reinforces the message that staff should never attempt to impose their political or religious views and beliefs on students under any circumstances. The Academy will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at SWB Academy. The Staff code of conduct Visitors booklet, visiting speaking policy clearly states expectations.

Staff complete Channel on-line accreditation and have a certificate of achievement.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of Academy such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services and police reports of issues affecting students in other Academies or settings

- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

The Academy will report immediately any concerns/risks to Channel and local services, in order to obtain advice, risk assessments and intervention.

The statutory guidance is adopted by the Academy;

- The Academy assesses the risk of students being drawn into terrorism, locally and further afield. Students are educated on the issues locally and nationally via Tutor Time, Assemblies, Subject Content, Learning for Life days.
- The Academy builds on local partnership arrangements. Effective engagement with parents is considered to ensure should a family raise concerns they can be supported through the right mechanisms. Parents may not be informed in circumstances where the Academy has reason to believe it may put the students at risk.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

A Wolverhampton Channel Panel has been set and links to information and training can be found here;

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Appendix 2d

Honour Based Violence

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including FGM, Forced Marriage and practices such as breast ironing. All forms of HBV are abuse and should be escalated immediately. Staff at the Academy will speak to the Designated Safeguarding Lead if they have any doubts or concerns. Staff are alert to the fact that this could happen here.

There are a number of potential indicators which are highlighted below:

Female Genital Mutilation (FGM)

If a member of staff discovers that an act of female genital mutilation appears to have been carried out or a student might be at risk, the member of staff **MUST** report this to the DSL and Police as a mandatory duty. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

FGM brings status/respect to the girl – social acceptance for marriage

Preserves a girl's virginity

Part of being a woman / rite of passage

Upholds family honour

Cleanses and purifies the girl

Gives a sense of belonging to the community

Fulfils a religious requirement

Perpetuates a custom/tradition

Helps girls be clean/hygienic

Is cosmetically desirable

Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from Academy and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage

Forcing a person into a marriage is a criminal offence in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties for example).

Potential warning signs or indicators;

- Absence and persistent absence
- Request for extended leave of absence
- Failure to return from visits to a country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement in learning or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular clubs
- Sudden announcement of engagement to a stranger
- Prevention from going onto higher/further education
- Eating disorders
- Self-harm/attempted suicide
- Depression/isolation
- Substance misuse
- Unwanted pregnancy
- Reports of domestic violence

The Academy is aware of the “one chance” rule that is, staff may have only one chance to speak to victims or potential victims to save a life. The Academy safeguarding team and staff are aware of their responsibilities and obligations if faced with forced marriage - if the victim is allowed to leave without the appropriate support and advice that one chance may be wasted.

Any student who is presenting concerns the safeguarding team will;

- Speak to the student about concerns
- Contact social care/police and the forced marriage unit
- Provide personal safety by ensuring the student is not sent home at the end of the school day
- Parents will NOT be informed in advance of external agencies i.e. Police/social care

The Academy will follow all guidance included in HM Government multi agency practice guidelines: - Handling Cases of Forced Marriages.

Key Personnel

Principal

Deputy Vice Principal (Student Services and Safety) and Designated Safeguarding Lead

Safeguarding and Family Support Officer/ Deputy Safeguarding Lead

Deputy Safeguarding Lead Officer

Designated Governor for Safeguarding

Digital Safeguarding Manager

Kerry Inscker (KIN)

Jane Dickens (JDI)

Chris Simpson (CSI)

Julie Jones (JJO)

Iain Smith

External Contacts

Centralised Referrals

01902 555392

NSPCC 24-hour Helpline

0808 800 5000

Social Services Emergency Duty Team (Out of House)

01902 555392

Multi-Agency Support Team (MAST)

01902 551974

Wolverhampton Local Children's Safeguarding Board

01902 550477

NSPCC Helpline for Children

0800 1111

NSPCC Help and Advice for Adults

0808 800 5000

NSPCC Whistleblowing Helpline

0800 028 0285

Useful External Publications

Prevent Duty Guidance (June 2015)

What To Do If You're Worried A Child Is Being Abused

Working Together to Safeguard Children (HM Government 2013)

Keeping Children Safe in Education (DfE 2016)

Counter Terrorism and Security Act 2015

Wolverhampton Safeguarding Board

Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings (DCSF 2009)

Prevent Guidance

Channel website – www.channel.com

Equality Act 2010

NSPCC Official Website: <https://www.nspcc.org.uk>

Dfe female genital mutilation guidelines (June 2014)

HMC Government – Handling cases of forced marriage

Useful Internal Policies

Anti-bullying Policy

E Safety Policy

Staff Code of Conduct

Staff Discipline and Grievance Policy

Safeguarding Policy

Behaviour Policy

Looked After Children Policy

Visiting Speakers Policy

Monitoring and Evaluation

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.

Principal and Deputy Vice Principal (Student Services and Safety)	Half-termly review and check policy practice are being implemented accurately.	Term	Principal	Deputy Vice Principal
		Autumn A		
		Autumn B		
		Spring A		
		Spring B		
		Summer A		
		Summer B		