Child Protection and Safeguarding Policy

Ormiston Academies Trust

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Ormiston Academies Trust

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Contents

1. Introduction and Context

1.1 Our responsibilities

Ormiston Academies Trust is committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment. This policy sets out how *(insert academy name)* will deliver these responsibilities.

This policy should be read in conjunction with 'Keeping children safe in education' (September 2016), which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working together to safeguard children' (March 2015), a guide to inter-agency working to safeguard and promote the welfare of children.

These documents are available via the following links:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Furthermore, we will follow the procedures set out by the *(insert name of Local Authority)* Local Safeguarding Children Board: *(insert hyperlink to Local Authority Safeguarding Children Board webpage)*.

1.2 Our Principles

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 about anything that worries them and to feel confident that they will be listened to.

We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

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.

Safeguarding arrangements in our academy are underpinned by two key principles:

- safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe; and
- a child-centred approach: a clear understanding of the needs and views of children.

1.3 Scope

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in our academy, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

1.4 Our Policy

There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy
- The signs of abuse that staff and volunteers should look out for
- Roles and responsibilities for safeguarding
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, include the support provided to children

- How the academy will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the academy
- How the policy will be managed and have its delivery overseen

Through implementation of this policy we will ensure that our academy provides a safe environment for children to learn and develop.

2. Types of Abuse

2.1 Children who may require early help

Staff and volunteers working within the academy should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help (see Section 5) for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

2.2 Child abuse and types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse as defined in 'Keeping Children Safe in education' (September 2016) as follows:

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.

Most children will collect cuts, bruises and injuries and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:
- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

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 participating in normal social interaction. It may 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 of a child, though it may occur alone.

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress.

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 or 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 acts of sexual abuse, as can other children.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;

- stomach pains;
- discomfort when walking or sitting down;
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- fear of being left with a specific person or group of people;
- having nightmares;
- running away from home;
- sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;
- bedwetting;
- eating problems such as overeating or anorexia;
- self-harm or mutilation, sometimes leading to suicide attempts;
- saying they have secrets they cannot tell anyone about;
- substance or drug abuse;
- suddenly having unexplained sources of money;
- not allowed to have friends (particularly in adolescence);
- acting in a sexually explicit way towards adults.

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.

It may include a failure 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 caregivers);
- ensure access to appropriate medical care or treatment;
- neglect of, or unresponsiveness to, a child's basic emotional needs

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. The physical signs of neglect may include:

- Being constantly dirty or 'smelly';
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. Refer to the academy's Anti Bullying Policy, available for staff on the Intranet and for parents/others by request. Other reportable forms of abuse which we are thoroughly committed to raising student's awareness of include;

2.3 Child Sexual Exploitation

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation – Definition and Guide for Practitioners February 2017).

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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (Keeping Children Safe in Education September 2016).

Key indicators of children being sexually exploited may include;

- going missing for periods of time or regularly coming home late;
- regularly missing academy or education or not taking part in education;
- displaying inappropriate sexualised behaviour
- Receiving unexplained gift or gifts from unknown sources
- Associating with other young people involved in exploitation;
- Having multiple phones
- mood swings or changes in emotional wellbeing
- Seen at strange meeting places (hotels or known places of concern)
- Having older boyfriends / girlfriends
- Self-harming / drug or alcohol misuse
- Injuries (physical)
- Normal procedures for reporting any concerns would apply for this too

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- **Inappropriate relationships** - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- **Boyfriend** - Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- **Organised exploitation and trafficking** - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

2.4 Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-academy to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from academy or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should academy staff physically examine pupils.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

2.5 So-called 'Honour-based Violence'

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including; Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse, regardless of the motivation, and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

2.6 Preventing Radicalisation

The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

2.7 Children with Special Educational Needs (SEN) and disabilities

Children and young people with SEN and disabilities can face additional safeguarding challenges as:

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

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

(Explain here the steps taken to give additional support to pupils with SEND)

2.8 Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to; bullying (including cyber-bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At *(insert academy name)* we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the academy and other students/pupils.

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

Occasionally, allegations may be made against students/pupils 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 pupil, some of the following features will be found.

The allegation:

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

We will support the victims of peer on peer abuse by *(insert how this will be done)*.

3. Safeguarding Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- to provide a safe environment in which children can learn
- identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff
- then have a responsibility to take appropriate action, working with other services as needed.
- to keep themselves updated with the systems within the academy which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct). This includes knowing the role, and working with, the academy's designated safeguarding lead.
- to ensure they receive appropriate child protection training which is regularly updated.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All academy staff are responsible for:

- Knowing who the academy's designated safeguarding lead (DSL) is;
- Raising any concerns with the designated safeguarding lead. If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make this referral.
- Ensuring that their child protection training is up to date.
- Being alert to the signs of abuse and their need to refer any concerns to the designated staff member;
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.
- Listening to, and seeking out, the views, wishes and feelings of children and young people;
- Sharing information and working together to provide children and young people with the help they need;
- Referring to the principal any concerns about another member of staff, or if the concerns are about the principal, referring them to the chair of governors
- Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistle Blowing Policy.
- **Being aware of** *(insert name of local authority)* **Safeguarding Procedures**, *(insert web link to LA safeguarding procedure)* and ensuring these procedures are followed;

- Seeking early help where a child and family would benefit from coordinated support from more than one agency via *(insert name of Local Authority)* Multi Agency Safeguarding Hub (MASH).

Governors and academy leadership are responsible for:

- Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff, and ensuring all staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;
- Ensuring that policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that the academy have a designated lead for child protection, and that they have access to appropriate training, which is updated every two years

The Designated Safeguarding Lead is responsible for:

- Managing referrals from academy staff or any others from outside the academy;
- Working with external agencies and professionals on matters of safety and safeguarding;
- Undertaking relevant training and attending update sessions;
- Raising awareness of safeguarding and child protection amongst the staff and parents; and ensuring that child protection information is transferred to the pupil's new school/academy;
- Ensuring that the academy have a nominated governor to liaise with the designated lead for *(insert locality)* and any partner agencies in the event of allegations of abuse made against the principal
- Ensuring all staff receive the appropriate training, and keep it up to date, in line with advice from *(insert details of LA LSCB)*
- Notifying the Children's Social Care department if there is are concerns over unexplained absences of a pupil;
- Informing the local authority when a private fostering arrangement is in place
- Managing security within the academy and reviewing it annually;
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date;
- Keeping up to date all child records;
- Have an overview of the numbers of safeguarding and child protection referrals made from the principal, who reports (anonymously), to the Governing body termly and annually about the academy safeguarding activity over the previous term/year.
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children;
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised.
- Ensuring procedures are in place to handle allegations against members of staff and volunteers.
- Ensuring there are procedures in place to handle allegations against other children.
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the academy and externally through counselling and/or other services.
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development;
- Ensuring through the CPRE curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the academy's Designated Safeguarding Lead (and deputy), and are aware of other support mechanisms such as ChildLine etc.
- Appointing a designated safeguarding lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- Making this policy available to parents and carers as appropriate;

- Ensuring that our staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time;
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

The Designated Safeguarding Lead is: **(Insert name and job title)**

The Deputy Designated Safeguarding Lead is: **(Insert name and job title)**

The Designated Safeguarding Lead for Looked after Children is: **(Insert name and job title)**

The SLT member responsible for child protection and safeguarding is: **(Insert name and job title)**

Nominated Safeguarding governor: **(Insert name and role on LBG)**

4. Safeguarding Processes and Procedures

The academy will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the *(insert name of Local Authority)* Safeguarding Children's Board policies and procedure guidance, available at: *(insert web link to Local Authority policies, procedures and guidance)*

4.1 How to report any concerns

Clear procedures on reporting any concerns are given to all staff/volunteers in academy. This is done as part of the staff induction training. All child protection and or safeguarding concerns should be reported to *(insert name of DSL)* (Designated Safeguarding Lead) immediately. See Appendix 1 for a flow diagram which explains how all disclosures are dealt with at the academy.

4.2 Taking Action

If at any time it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to *(insert Local Authority)* Emergency Duty Team *(insert telephone number)*, or Police Child Abuse Investigation Team on *(insert telephone number)*, or call 999 if you are concerned a child needs immediate protection.

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

4.3 Student disclosure of abuse or radicalisation

At *(insert academy name)* we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that the staff member must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions.

The staff member will tell the student what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed. The staff member will write up details of the conversation with the student as soon as possible on the **record of concern form** *(template can be found at the end of this policy)* and deliver it to the Designated Safeguarding Lead.

All concerns should be recorded promptly and passed via *(insert method here)* to *(insert name/s).* See Appendix 1 for a flowchart to explain the procedure.

Staff should **not** wait until the following academy day to report a concern. Information will be shared on a need-to-know basis only.

Issues or concerns will **not** be discussed with colleagues, friends or family.

4.4 Suspecting that a student is at risk of harm

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student the opportunity to talk.

Staff should use the **concern form** to record these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead *(insert name)* 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 Policy** where necessary *(located xxxxxx)* However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The academy acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

4.5 Notifying parents

The academy will normally seek to discuss any concerns about a student with their parents. The Designated Safeguarding Lead *(insert name)* will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the academy believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

4.6 Referral to Children's Social Care

The Designated Safeguarding Lead *(insert name)* 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.

Contacts at *(insert name of local authority)* are *(insert link to Local Authority Designated Officer contact here)*

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.

4.7 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Academies have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.

Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

- The situation is an emergency and the Designated Safeguarding Lead *(insert name)* their deputy *(insert name)* the Vice Principal/Principal are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety

4.8 Early help

At *(insert academy name)*, we also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include; multi-agency team/s, careers services, academy nurse, Child and Adolescent Mental Health Services (CAMHs), Educational Welfare Officer/s (EWO's), our local Police Community Support Officers (PCSO's), the Police and other services. We encourage families, students and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

All initial contacts where staff, governors or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional or complex needs should be made either by contacting *(insert name of responsible staff member/s)* or the academy SENCO, or by contacting the local MASH.

The local MASH for the academy is: **(insert address and telephone number)**

The Designated Safeguarding Lead *(insert name)* should be advised of any such contacts, and where possible and appropriate, it should be discussed with the SLT member responsible for child protection and safeguarding *(insert name).*

5. Recruitment of staff and volunteers

The academy will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

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.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. The academy will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children Safe in Education (September 2016) document.

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the Keeping Children Safe in Education (September 2016) document.

Where an enhanced DBS Certificate is required it will be obtained from the candidate before or as soon as is practicable after the persons appointed.

The academy will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

The academy will keep a single central record in accordance with the regulations given in the Keeping Children Safe in Education (September 2016) document.

For the following:

- Individuals who have lived or worked outside the UK
- Agency or third party staff
- Trainee/student teachers
- Volunteers
- Contractors

Recruitment and/or deployment checks will be undertaken as stated in the Keeping Children safe in Education (September 2016) document.

The academy will carry out all relevant checks if it is concerned about an existing member of staff and **refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.**

6. Dealing with allegations against existing staff and volunteers who work with children

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 (September 2016).

At *(insert name of academy)* we recognise the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the principal should go to the chair of governors who can be contacted by *(state method of contact.).*

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. Allegations against staff should be reported to the principal. Allegations against the principal or the Designated Safeguarding Lead should be reported to the chair of governors. Where any member of the academy staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must take action in accordance with the academy Policy: Child Protection procedures; dealing with an allegation against staff *(insert where this can be found)*. Under its duty of care for its employees, the academy will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy will ensure its obligations for confidentiality when an allegation has been made.

7. Managing situations and exit arrangements

For the following issues:

- Resignation and settlement agreements;
- Record keeping
- References
- Timescales
- Oversight and Monitoring
- Suspension
- Children Missing Education*
- Information sharing
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

The academy will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children safe in Education (September 2016) document and Children missing education Statutory guidance for local authorities (September 2016). *Please refer to the CME policy.

8. Training for all staff and students

Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to *(insert name)* immediately. See Appendix 1 for a flow diagram of how concerns are dealt with at the academy.

All new members of staff, including newly-qualified teachers and teaching assistants, 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 Academies and Colleges, Part One and Annex A (September 2016), and other related policies.

The induction will be proportionate to staff members' roles and responsibilities and will include, at a minimum, the online child protection training provided by the *(insert Local Authority)* Safeguarding Children Board. This training can be accessed from *(insert link).*

The Designated Safeguarding Lead will undergo updated child protection training every two years and in addition to formal training, their knowledge and skills will be refreshed at least annually.

All staff members of the academy will undergo safeguarding and child protection training (whole-academy training) which is regularly updated. All governors must undergo governor specific online awareness training at least every two years.

Staff members who miss the whole-academy training will be required to undertake other relevant training to make up for it, e.g. by joining another academy's whole-academy training.

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 Designated Safeguarding Lead will provide 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.

9. Establishing a safe environment in which children can learn and develop

We recognise that because of the day to day contact with students, academy staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk, and are listened to. This can happen during Tutor Time, in Student for Solutions (S4S) meetings, during CPRE lessons or simply with any member of staff.

We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our CPRE programme and through the academy engaging in national and local initiatives such as; anti-bullying awareness days, e-safety programmes, and other programmes which raise their awareness and increase their understanding.

9.1 Anti-bullying

At this academy we do the following to raise awareness of bullying and what to do about it *(insert your strategies for dealing with bullying)*

If any student / member of staff / parent / carer has a concern about bullying, they should report it to: *(Insert name/s) (Insert job title)* or any member of staff.

9.2 E-Safety

We are thoroughly committed to improving student's e-safety awareness at *(insert academy name).* Our 'Use of Email and Internet policy' is signed up to by all students and staff.

If a student, parent/carer or member of staff has a concern relating to e-safety students are encouraged to report it. They can report it directly to *(Insert name/s)* at the academy

9.3 Photography and images

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, so we must ensure that we have some 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 publications)
- Seek parental consent
- Use only the students first name with an image
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them

Parents, carers or relatives may only take still or video photographic images of pupils in the academy or on academy-organised activities with the prior consent of the academy and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

10. Confidentiality and sharing information

Staff should only discuss concerns with the Designated Safeguarding Lead, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

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 anything being released into the public domain does not compromise evidence.

10.1 Storage and handling of records

Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the academy's **Data Protection Policy** (Stored in the academy Policies Folder). Record of concern forms and other written information will be stored in a locked facility accessed only by the principal and Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access. 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 password protected and kept in locked storage.

Child protection information will be stored separately from the student's academy file and the academy file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or academy they will be sent separate from the student's file and under a confidential cover.

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 will refer the request to the principal or Designated Safeguarding Lead. The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.

11. Management of the Policy

The academy will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011, Currently: Keeping children safe in education: Statutory guidance for academies and colleges (September 2016) And the departmental advice: What to do if you are worried a child is being abused – Advice for practitioners (September 2016) Nothing written in this policy overrides the academy's duties under such legislation.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The principal will report on safeguarding activity and progress within the academy to the governing body annually.

11.1 Feedback on this policy:

Staff are encouraged to feedback to Ormiston Academies Trust directly through email at any point in the year policies@ormistonacademies.co.uk and (name your own internal process here that includes when the opportunity arises and how it will be communicated to OAT HQ and by whom).
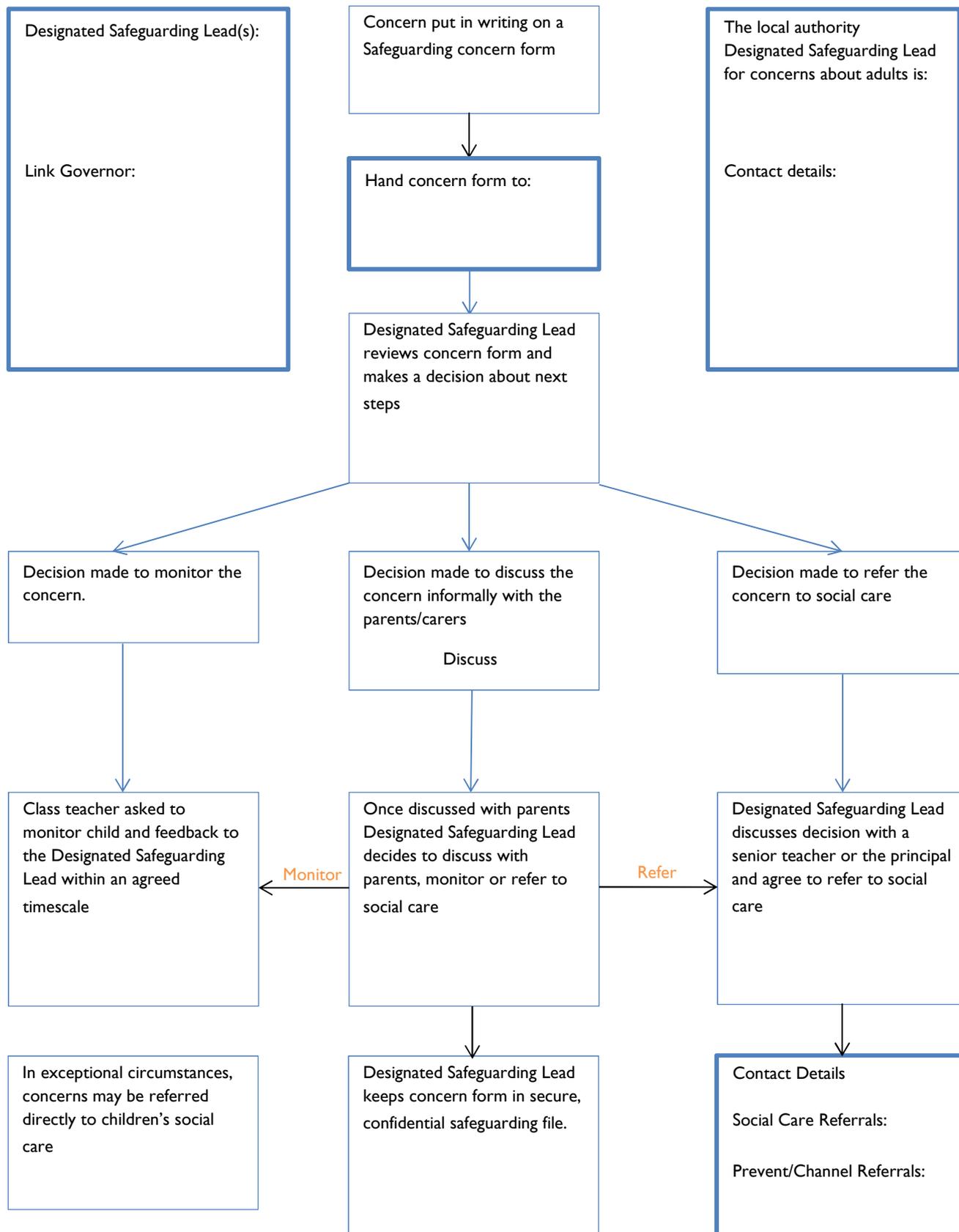
Signed by:

Chair of Governors:

Date:

Principal:

Date:

Appendix 1.

Raising safeguarding concerns about a child

Designated Safeguarding Lead(s):

Link Governor:

Concern put in writing on a Safeguarding concern form

↓

Hand concern form to:

↓

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

The local authority Designated Safeguarding Lead for concerns about adults is:

Contact details:

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Discuss

Decision made to refer the concern to social care

↓

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

← Monitor

Once discussed with parents Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Refer →

Designated Safeguarding Lead discusses decision with a senior teacher or the principal and agree to refer to social care

↓

In exceptional circumstances, concerns may be referred directly to children's social care

↓

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

↓

Contact Details

Social Care Referrals:

Prevent/Channel Referrals:

Safeguarding Children

CONFIDENTIAL INTERNAL REPORT FORM

NAME OF PERSON REPORTING THE INCIDENT:

LOCATION OF THE REPORT (INCLUDING WHAT ACTIVITY WAS TAKING PLACE):

DATE OF REPORT: TIME OF REPORT:

NAME OF STUDENT: DATE OF BIRTH:

ACCOUNT: This should be in as much detail as possible (continue overleaf), including child's date of birth and how the child behaved (i.e. body language).

Actions Taken			
Date	Person taking action (please do not use initials)	Action	Signature

Would you like feedback about this concern?   ☐ Yes ☐ No Date Given
Please pass this form to the Designated Safeguarding Lead when completed

Appendix 3

[OAT]
Ormiston Academies Trust

(Academy name) will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016).

Sexting

What is sexting?

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes;
- dirties;
- pic for pic.

Why do young people sext?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media;
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent;
- exploitation or blackmail.

What are the risks of sexting?

- Loss of control of images and how they're shared
- It's easy to send a photo or message but the sender has no control about how it's passed on.
- When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted (such as snapchat) but they can still be saved or copied by others.
- Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area. These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.
- Young people are therefore at risk of:

Blackmail
An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Unwanted attention
Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images and pose an even greater personal risk to the young person.

Bullying
If images are shared with their peers or in school, the child will be humiliated and may be bullied.

Emotional distress

Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or <u>self-harm</u>.

Prevention

All staff will be trained in e-safety (*see our e-Safety policy for more information) and will have a role in preventing young people from sexting. All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSP for further investigation. Every child is different, so our approach will be based on their character and our relationship with them.

We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting. This may be addressed in:*e-safety sessions during lessons, specialised e-safety sessions PHSE, Flexi-Learning Week and Assemblies.

We will:

- Outline our expectations and explain the rules of having a mobile, tablet or smartphone;
- Ask students what they feel is acceptable to send to other people then discuss appropriate images and the dangers of inappropriate images (listed above);
- Make sure students are comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate and illegal;
- Explain to students about the importance of trust and consent in a healthy relationship (*see Sex and Relationships policy);
- Tell students that it's not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they're unhappy about;
- Tell students what can happen if things go wrong through real life examples such as television programs or news stories as far as possible;
- Ask student about the 'Granny rule' would you want your Granny to see the image you're sharing?
- Talk about whether a person who asks for an image from you might also be asking other people for images;
- Discussion revenge sexting after relationships have broken down or a friend has done something as a joke and lost control of the image etc.
- Let students know that they can speak to us if this ever happens and that disclosures will be treated confidentially and without embarrassment and support will be given. Staff will react calmly and listen to the concerns of the child and explain that they must share the information confidentially with the DSP;
- Provide details of sources of support and coping strategies if the young person finds themselves in an uncomfortable position such as the Zipit App to control the conversation with funny images to prevent further request for pictures of ChildLine if the situation has got out of control.

When a child has been affected by sexting:

- If the child has been sending explicit images or videos of themselves, you may feel shocked, upset, angry, confused or disappointed. They're also likely to feel anxious about talking to you;

- Where possible, give yourself time to process the information and remember they'll be watching your reactions.

- Reassure them that they aren't alone;

- Listen and offer support – they're probably upset and need your help and advice, not criticism;

- Do not to shout or make them feel like it's their fault;

- Don't ask questions like "why have you done it" as this may stop them from opening up to you;

- Discuss the problem and the wider pressures that they may face, to help them to understand what's happened and understand any wider safeguarding concerns;

- Assure them that you'll do all you can to help and explain that you will seek the support of the DSP;

- Remind them that they can always talk to Childline or another trusted adult if they aren't comfortable talking directly to you.

When a child has been affected by sexting:

Shared an explicit image:

Ask them who they initially sent it to, their age, and if they know whether it's been shared with anyone else;

Ask the social media site to remove the image or ask them to get in touch with Childline. Together, Childline and the Internet Watch Foundation (IWF) will try to get the image removed. Alternatively, you can make a report direct to the Internet Watch Foundation (IWF). Childline is a confidential service, but to make a report on a child's behalf to the IWF they'll need to confirm who the child is and their date of birth. You'll need to provide Childline or IWF with a link to the image. However, after you've have sent the link don't keep a copy of the image for evidence as it's illegal to share or store child abuse images;

Discuss the situation with the DSP for wider safeguarding concerns and agree who will be contacted and when then contact parents/police/CEOP/ as appropriate to the case;

If the image was requested by an adult, contact the Child Exploitation and Online Protection Centre (CEOP), as this is grooming which is illegal;

If the image was requested by a school aged student who is not at your academy contact the DSP at the students school to raise awareness of potential wider safeguarding issues or circulation of the image in their school;

Encourage them to delete images from their social media accounts if they've have uploaded the image themselves;

If they're sharing an image which somebody else uploaded, consider asking that person to delete it;

If the image or video was shared over the web, don't comment on it or share it as this may mean the image is seen more widely.

Been sent a sexually explicit image:

Ask them if they know the person who sent it and their age;

If the image was sent by another young person you may want to help your child to speak to the sender in order to stop future messages. If your child agrees, you could also help them to block the sender on social media;

look at Net Aware for information and advice about this or contact our O2 and NSPCC online safety helpline on 0800 800 5002;

if the image was sent by an adult, contact CEOP, the Child Exploitation and Online Protection Centre, as this may be part of the grooming process.

What the law says:

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. (A child is anyone who is aged under 18 or aged under 15 if they have a diagnosed SEND in full time education).

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. Find out more about legislation on child abuse images.

Sources of Support

CEOP's Thinkuknow give advice for parents, as well as children and young people of different ages, on staying safe online. Thinkuknow have created short videos to help parents understand why children 'sext', how to talk to them about it and what to do if their child is affected.

Internetmatters.org work to help parents keep their children safe online. They provide free advice on online issues affecting children, including sexting and grooming.

The UK Safer Internet Centre gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for primary and secondary aged children that encourages them to be safe online.

O2 and NSPCC Help Line: 0808 8005002

Zipit app: This app provides children with alternative images to send in response to a request for explicit images. Find out how to download