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Trust or School Policy:	**School**

EASTWOOD COMMUNITY SCHOOL Safeguarding – School specific and Child Protections Arrangements 2021

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1. Statement of intent

This document sets out the arrangements for Safeguarding and Child Protection at Eastwood Community School. Eastwood Community School is committed to Safeguarding and undertakes a whole school approach to safeguarding, developed through listening to, and working **in collaboration** with, pupils, parents, staff, local safeguarding partners, and external sources of support to develop and implement strong effective procedures which promote the well-being of pupils.

For the purpose of this document the following terminology should be considered:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing impairment of children's mental and physical health or 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Academy, full time, or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the Academy.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step parents, foster carers and adoptive parents.

2. Legal framework and Guidance

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Northern Star Academies Trust: Safeguarding Policy;
- Northern Star Academies Trust: Managing Allegations Policy;
- DfE Keeping Children Safe in Education – September 2021;
- Working Together to Safeguard Children – July 2018
- Sexual Violence and sexual harassment between children in schools and colleges DfE May 2021
- Promoting and Supporting Mental Health in schools and colleges DfE June 2021
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Partnership;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017;
- The Education Act 2002;
- Covid-19 safeguarding in schools, colleges, and other providers 2020

3. Key Staff and Contacts:

As of 1st September 2021

Name	Role
Mrs Suzanne Carter	**Headteacher**
Mrs Suzanne Carter	**Designated Safeguarding Lead**
Miss Catherine Butler and Mrs Catherine Hainsworth	**Deputy Designated Safeguarding Lead**
Mrs Zaibun Khan	**Prevent Duty Lead**
Miss Catherine Butler	**Senior Lead for Mental Health**
Miss Catherine Butler	**E-Safety Officer**
Miss Catherine Butler	**Designated Teacher for Looked After Children/ previously Looked After Children**
Mrs Asma Begum & Mrs Catherine Hainsworth	**Attendance Officer**
All the above can be contacted via the School Main Office on 01535 610212	

Other Useful Contacts

Agency Contact	Contact details
NSAT Safeguarding Lead- Jenn Plews (CEO)	01756 707600
Bev Ashby- Safeguarding Trustee, Northern Star Academies Trust	
Children's Social Care – Emergency Duty Team	01274 435600 01274 431010 01274 437043 (Education Safeguarding Team)
Designated Officer (LADO) Add respective LA details	01274 435600
Childline	0800 1111 www.childline.org.uk

NSPCC Information Service	0116 234 7246 Information service | NSPCC Learning
NSPCC Whistleblowing Advice Line	0800 028 0285 help@nspcc.org.uk
Safelives: young people and domestic abuse	https://safelives.org.uk/
Operation Encompass (includes information for schools on the impact of domestic abuse on children)	https://www.operationencompass.org/

4. Duties and Responsibilities

The Designated Safeguarding Lead (DSL):

- is a member of the Senior Leadership Team
- has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the Academy community
- has a working knowledge of local procedures
- makes staff aware of training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns using CPOMS
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the Academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the Academy's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSP
- liaises with the 'case manager' and the Designated Officer (LADO) for child protection concerns in cases which concern a staff member
- liaises with other relevant staff (Academy and multi-agency) on matters of safety and safeguarding
- ensures that the child protection policy and procedures are reviewed and updated annually, liaises with the Trust Senior Safeguarding Adviser and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- makes the Trust Safeguarding and Child Protection Policy and School-specific Arrangement policy available publicly, on the Academy's website or by other means.

The Deputy Designated Safeguarding Lead:

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

5. Children and Young People who may be particularly vulnerable.

5.1. Any child may benefit from Early Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues.

5.2. To ensure that all of our pupils receive equal protection, we will give special consideration to children who:

- are subject to Child In Need or Child Protection Plans or have other social care involvement
- are disabled or have special educational needs
- have special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- are young carers
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- are frequently missing/goes missing from care or from home
- are at risk of modern slavery, trafficking, criminal exploitation, or sexual exploitation
- are affected by parental substance misuse, domestic violence, or parental mental health needs
- are misusing drugs or alcohol
- have returned to the family home after a period in care
- are asylum seekers
- are living away from home / are privately fostered
- are vulnerable to being bullied, or engaging in bullying
- are living in temporary accommodation
- are living transient lifestyles
- are living in chaotic and unsupportive home situations
- are homeless
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- do not have English as a first language
- are at risk of female genital mutilation (FGM)
- are at risk of forced marriage
- are within the court system
- have a family member in prison
- are at risk of being drawn into extremism or being exploited.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

6. Children with special educational needs or disabilities

6.1. Eastwood Community School recognises that children and young people with special educational needs and disabilities can face additional safeguarding challenges.

6.2. Additional barriers can exist when recognising abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

7. Allegations against staff or volunteers

7.1. When an allegation is made against a member of staff, our set protocols and procedures must be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Policy.

7.2. If you have a concern about an adult working within the Academy, please contact:

Name	Role	Contact Number
Mrs Suzanne Carter	Headteacher	01535 610212
Jenn Plews	CEO/Trust Leader	01756 707600

8. Staff training

8.1. It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect, and exploitation and to know what to do if they have a concern. All staff will undertake training each September covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety)
- Local procedures for responding to concerns
- The Academy's behaviour policy
- Response to children that go missing in education
- The NSAT Code of Conduct
- Allegations management.

The level of additional training staff will receive is based on their role. More information on this can be found within the **NSAT Safeguarding Handbook.**

9. Safer Recruitment

9.1. Our Academy complies with the requirements of Keeping Children Safe in Education (DfE 2021) and the Local Safeguarding Partnership by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

- At least one member of each recruitment panel will have completed safer recruitment training within the last 2 years.
- All relevant staff are made aware of relevant legislation and their obligations to disclose relevant information.
- The Trust and Academy obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked.
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.
- The Academy maintains a single central record of recruitment checks undertaken – these are stored on Every.

10. Volunteers

10.1. All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

11. Contractors

11.1. The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

12. Site Security

12.1. Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Headteacher or appointed SLT Member on-site will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

13. Extended school and off-site arrangements

13.1. All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy, we will check that they have appropriate procedures in place, including safer recruitment procedures.

13.2. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

14. Teaching our pupils about safeguarding

14.1. Children are taught about relevant aspects of safeguarding through assemblies and through lessons within the classroom. This involves how to stay safe in our community and online.

14.2. We work with outside agencies, such as the Police and assemblies and with the NSPCC on issues that the children may face in their day-to-day lives. All children are reminded to talk to an adult in school if they have any issues that are worrying them.

Child Protection Procedures

15. Recognising abuse

15.1. To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

15.2. 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, for example by leaving a small child home alone.

15.3. Abuse may be committed by adult men or women and by other children and young people. Keeping Children Safe in Education (DfE 2021) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

16. Taking Action

16.1. Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary, call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- complete a record of concern
- seek support for yourself if you are distressed

17. If you are concerned about a pupil's welfare

17.1. There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

17.2. Staff should record these early concerns following the agreed Academy process (CPOMS). If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

18. If a pupil discloses to you

18.1. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

18.2. If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils' staff will:

- allow them to speak freely

- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the record of concern form and hand it to the DSL as soon as possible
- seek support if they feel distressed.

19. Notifying Parents

19.1. The Academy will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion, or disclosure.

19.2. Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

20. Confidentiality and Sharing Information

20.1. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

20.2. Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a 'need to-know' basis.

20.3. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2021) emphasises that any member of staff can contact children's social care or the dedicated NSPCC helpline if they are concerned about a child.

20.4. Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant

- adequate
- accurate
- timely
- secure.

20.5. Information sharing decisions will be recorded, whether or not the decision is taken to share.

20.6. Child protection information will be stored separately from the pupil's pastoral file within CPOMS. The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent

20.7. The Data Protection Act 2018 contains exemptions to the rights of access contained in Article 15 of the UK GDPR for health, social work, education and child abuse data. The right of access for Child Protection files may be restricted in certain circumstances, especially when relating to child abuse and when the disclosure of information would not be in the best interests of the child. Child abuse data is defined in the Act as "personal data consisting of information as to whether the data subject is or has been the subject of, or may be at risk of, child abuse."

20.8. If any member of staff receives a request from a pupil, parent, or solicitor or other third party to see child protection records, they will refer the request to the Headteacher to consider in line with the Trust Information Governance Policies. The Data Protection Act 2018 and GDPR does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

21. Early Help

21.1. Identifying the help that children and families need is essential and involves everyone in the school community. It is important that any issues are addressed in a supportive manner and in a timely way that can prevent further issues arising. The welfare of pupils is given the highest priority and Early Help is a key tool to ensure that all children are safe and have their needs met.

21.2. Parent/carers are involved in the Early Help process and contribute to the support that they receive. This support can be through TAC (Team around the Child), a referral for additional support (Healthy Minds or Family Support Worker) with the aim of enabling the parent/carers to identify their needs and find solutions to any issues that they may face.

21.3. The Academy employs 2 Family Key Workers, Mrs Zaibun Khan and Mrs Helen Cowen who supports the family both on the school site and in their homes. The Family Key Worker tailors the support provided to suit the needs of the family/individual child. The Education Welfare Officer/ Attendance Officers, Mrs Asma Begum and Mrs Catherine Hainsworth also support families to ensure that each child's attendance reaches the expected 97%. Where issues are identified, the school works directly with the family , engaging external services where appropriate, to overcome barriers and find solutions to the problems they are experiencing.

22. Referral to Children's Social Care

22.1. The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (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.

22.2. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child. Reporting directly to child protection agencies.

22.3. Staff should 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, their deputy, the Headteacher and the Trust Executive Team are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

23. Escalating Concerns

23.1. Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL
- staff not being satisfied about the decision of the DSL or Headteacher
- staff aware that a colleague has not passed on a concern
- external agencies not accepting a referral from an Academy when it is felt one is needed
- staff not aware of what has happened to their concern because of a lack of feedback.

23.2. It is important that staff do not close a concern because they feel "stuck" or "they can't do anymore". It is important to escalate concerns to DSLs, Headteachers, other senior staff or if necessary, to the Trust Safeguarding Team.

23.3. If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

23.4. The important principle is not to allow a concern to be "closed down" without it having received the necessary attention, assessment, and resolution.

23.5. If the options above have been explored fully and the concern still isn't being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via NSAT Business Centre or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

24. Specific Safeguarding and Child Protection Issues

24.1. Mental Health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem; however, academy staff are well placed to identify where a child's behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic experiences, this can have a lasting impact throughout childhood.

24.2. All staff are made aware of the indicators of potential mental health concerns and will share these with the DSL.

25. Child Abduction and Community Safety Incidents

25.1. Child abduction is the removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim and by strangers.

25.2. Staff should be vigilant regarding community safety incidents within the vicinity of the academy and ensure that all information is passed to the DSL in a timely manner.

25.3. Children are also provided with information in order to ensure they are able to keep themselves safe.

26. Children and the Court System

26.1. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

26.2. We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance

27. Children Missing Education

27.1. Attendance, absence, and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation as well as criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage The Academy will monitor unauthorised absence and take appropriate action that follows the locally agreed (Local Authority) protocols for raising concerns, particularly where children go missing for extended periods of time, on repeated occasions and/or are missing for periods during the Academy day.

28. Children with family members in prison

28.1. Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The Academy recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders (NICCO) and local agencies.

29. Child Criminal Exploitation (CCE)

29.1. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or threat of violence. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or possessions
- Children who associate with other young people involved with exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

This list is not exhaustive, staff should remain vigilant, and any concerns should be raised immediately with the DSL.

30. Child Sexual Exploitation

30.1. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology.

30.2. CSE can affect any young person, male or female, under the age of 18 years, including 16 and 17 year olds who can legally consent to sexual activity.

30.3. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Indicators of CSE (in addition to those indicators for CCE) can include:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

30.4. The Academy includes the risks of sexual exploitation in the PSHCE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

30.5. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

31. County Lines

31.1. County Lines is a term used to describe gangs and organised criminal networks involved in supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines".

31.2. It involves Child Criminal Exploitation as gangs use children and vulnerable people to move and store drugs and money across the country.

31.3. County Lines activity and the associated coercion, intimidation, violence, weapons, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Children can be targeted and recruited in any setting and are easily trapped as the gangs create 'debts' and can threaten serious violence and kidnap of family members if they attempt to leave the network.

31.4. Academy staff will remain vigilant to those children and concerns will be shared with the DSL.

32. Domestic Abuse

32.1. All children can witness and be adversely affected by exposure to domestic abuse and/or violence between family members. This can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

32.2. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

33. Homelessness

33.1. Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

33.2. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

33.3. The DSL will be able to support pupils facing homelessness in supporting and signposting through appropriate agencies and support networks within the locality.

34. So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

34.1. So-called 'honour-based' abuse (HBA) 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 HBA are abuse (regardless of the motivation).

34.2. FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

34.3. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Academy staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or

concerns expressed by a female pupil about going on a long holiday during the summer vacation period.

34.4. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the Academy to support the staff member through this process.

34.5. A forced marriage is a marriage entered into without the full and free consent of one or both parties. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

34.6. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

34.7. Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

35. Preventing Radicalisation

35.1. The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

35.2. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal, or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy and other forms of extremism.

35.3. Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014).

35.4. The Academy has an identified Prevent Lead who will co-ordinate all concerns, and necessary referrals related to extremism, radicalisation, and terrorism.

36. Children with sexually harmful behaviour

36.1. 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 pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

36.2. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff

who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

37. Sexual harassment

37.1. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

37.2. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

37.3. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

- sharing of unwanted explicit content;
- upskirting (is a criminal offence141);

38. Peer-on-Peer / child-on-child abuse

38.1. The Academy recognises that pupils may become victims of abuse from other pupils.

38.2. This is most likely to include, but may not be limited to, abuse within intimate partner relationships; bullying (including cyberbullying), sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting and initiation/hazing type violence and rituals.

38.3. Sexual violence and harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

38.4. Staff will report instances of peer-on-peer abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. It will be made clear that no form of peer-on-peer abuse, sexual violence or sexual harassment will be tolerated or accepted as an inevitable part of growing up or banter, any behaviour of this type will be challenged and not normalised.

39. Private fostering arrangements

39.1. A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

39.2. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the Academy should notify the Local Authority of the circumstances.

40. Looked after children

40.1. The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

41. Children staying with host families – homestay during exchange visits

41.1. The Academy may make arrangements for pupils to stay with a host family during an exchange visit abroad or within the UK. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

41.2. Some overseas pupils may reside with host families during school terms, and we will work with the Local Authority to check that such arrangements are safe and suitable.

41.3. In such circumstances the Academy follows the guidance in Annex E of Keeping Children Safe in Education (2021) to ensure that hosting arrangements are as safe as possible.

Appendix One – Four Categories of abuse

Physical abuse

Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to **as fabricated or induced illness).**

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

Sexual abuse

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

Sexual Abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

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

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

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

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 safeguarding lead.

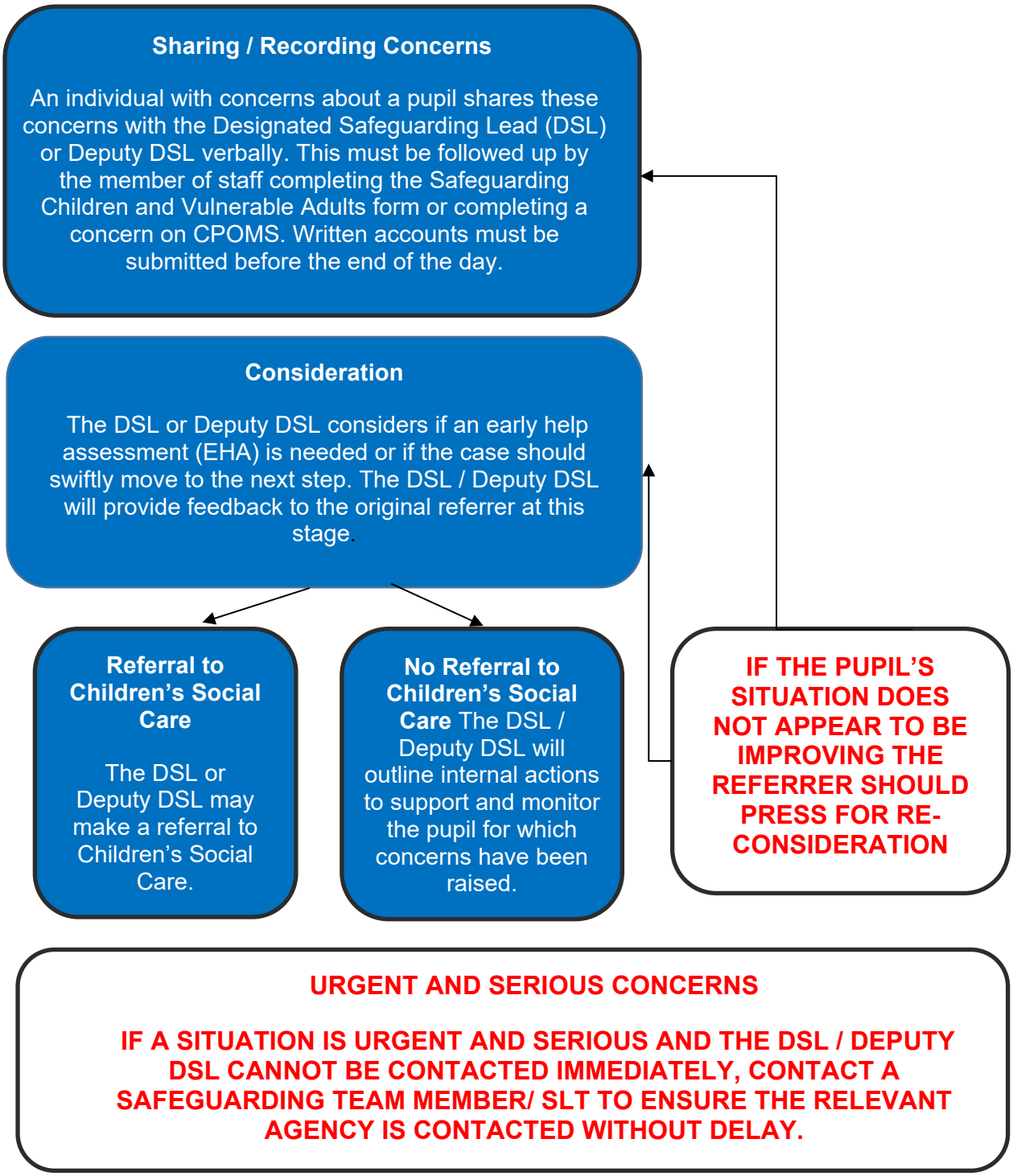
It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected, or exploited may:

- have bruises, bleeding, burns, fractures, or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late, or leave the school for part of the day
- 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 school 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
- acquire gifts such as money or a mobile phone from new 'friends'.

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.

Appendix Two: Concerns Flowchart



Appendix A - Document Control Sheet

Dissemination	How will the policy be disseminated? Who should read the document? Please detail – is this all staff, pupils/students, certain individuals/ specific roles
Implementation	How will the policy be implemented?
Training	What formal training is required and who requires training?
Monitoring & Audit	How and where compliance with the policy will be monitored and audited and by whom?
Statutory Requirement	Is the policy a…. (please tick). ☑ Statutory Policy ☐ Mandatory Policy ☐ Good Practice
Website Publication	☑ Yes ☐ No

Revisions

Version	Description of Change	Date