



**Waterloo**  
Primary Academy

# **Child Protection and Safeguarding Policy**

**Approved & Adopted by Academy Council:** 29 June 2023  
**Responsible Personnel:** Chyna Courtney  
**Policy Last Reviewed/Approved:**  
**Review Period:** Annual  
**Review Date:** June 2024



**Zest**  
Academy  
Trust

## Statement of intent

Waterloo Primary Academy is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the academy premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. This policy applies to all pupils, staff, governors, volunteers and visitors. It will be achieved by:

- ensuring that members of the governing board, the Head of School and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL
- teaching pupils how to keep safe and recognise behaviour that is unacceptable
- identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation
- creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- ensuring that the Head of School and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed

The DSL is Jenny Brown. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs, Dave Woodcock, Karen Huson and Chyna Courtney.

## Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSAP	Children's Safeguarding Assurance Partnership	A forum providing information, advice and guidance to support safeguarding children and young people across the pan-Lancashire area.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
FSW	Family Support Worker	Members of academy staff who work within the Pastoral Team supporting children and their families.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.

LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
OC	Our Children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
POC	Previously Our Children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. POC are also known as care leavers.
PSHE	Personal, social, health and economic education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENDCo	Special educational needs and disabilities coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.

TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

## Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

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

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- sexual “jokes” and taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature
- online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - the consensual and non-consensual sharing of nude and semi-nude images and/or videos

- sharing unwanted explicit content
- upskirting
- sexualised online bullying
- unwanted sexual comments and messages, including on social media
- sexual exploitation, coercion, and threats

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- nude or semi-nude sexual posing
- a child touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting a child sexually
- sexual activity that involves animals

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may



involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

### Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

### Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy operates in conjunction with a number of other academy policies.

## Roles and responsibilities

### **All staff have a responsibility to:**

- consider, at all times, what is in the best interests of the pupil
- maintain an attitude of 'it could happen here' where safeguarding is concerned
- provide a safe environment in which pupils can learn
- be prepared to identify pupils who may benefit from early help
- be aware of the academy's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- be aware of the role and identity of the DSL and deputy DSLs
- undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated
- receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually
- be aware of the local early help process and understand their role in it
- be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected
- be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- report lower level concerns to the DSL using the academy's agreed format
- act on concerns immediately as early information sharing is vital in keeping children safe. In exceptional circumstances, staff should consider speaking to CSCS to discuss safeguarding concerns if the DSLs are not immediately available.
- maintain appropriate levels of confidentiality when dealing with individual cases
- reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- speak to the DSL if they are unsure about how to handle safeguarding matters
- be aware of safeguarding issues that can put pupils at risk of harm
- be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm

- personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible. This can be done with the support of the Pastoral Team.

**DSLs and FSWs have a responsibility to:**

- make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- support social workers in making decisions about individual children
- consider when a child is moving school, if it would be appropriate to share information in advance of the pupil moving

**Teachers, including the Head of School, have a responsibility to:**

- safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'

**The Academy Council has a duty to:**

- take strategic leadership responsibility for the academy's safeguarding arrangements
- ensure that the academy complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the academy are effective and comply with the law at all times
- guarantee that the academy contributes to multi-agency working in line with the statutory guidance **Working Together to Safeguard Children**
- confirm that the academy's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures, including the Risk Management Toolkit and the Pan-Lancashire Continuum of Need Threshold Guidance
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the academy's policies and procedures
- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- ensure that staff working directly with children read at least Part one of KCSIE
- ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children
- ensure a senior board level lead takes leadership responsibility for safeguarding arrangements
- appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL
- facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

- where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible
- ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head of School or another governor
- guarantee that there are effective and appropriate policies and procedures in place
- ensure all relevant persons are aware of the academy's local safeguarding arrangements, including the governing board itself, the SLT and DSL
- make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- ensure pre-employment checks on staff who work with children are carried out and that proportionate decisions, on whether to ask for any checks beyond what is required, are taken
- ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+
- ensure the academy has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- guarantee that volunteers are appropriately supervised
- make sure that at least one person on any appointment panel has undertaken safer recruitment training
- ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually
- ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly
- certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors
- confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- guarantee that there are procedures in place to handle pupils' allegations against other pupils
- ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse

- guarantee that there are systems in place for pupils to express their views and give feedback
- establish an early help procedure and ensure all staff understand the procedure and their role in it
- appoint a designated teacher to promote the educational achievement of OC and ensure that this person has undergone appropriate training
- ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support OC
- introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
- make sure that staff members have the skills, knowledge and understanding necessary to keep OC safe, particularly with regard to the pupil's legal status, contact details and care arrangement
- put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
- ensure that all members of the Academy Council have been subject to an enhanced DBS check
- create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements

**The Head of School has a duty to:**

- ensure that the policies and procedures adopted by the Academy Council, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff
- provide staff with the appropriate policies and information upon induction

**The DSL has a duty to:**

- take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place
- provide advice and support to other staff on child welfare, safeguarding and child protection matters
- take part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- contribute to the assessment of children, and/or support other staff to do so
- during term time, be available during school hours for staff to discuss any safeguarding concerns
- arrange, alongside the academy, adequate and appropriate cover for any activities outside of school hours or terms
- refer cases:



- to CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS
  - to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - to the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
  - to the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Head of School to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with the deputy DSLs to ensure effective safeguarding outcomes
- liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff
- liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety
- liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the primary mental health worker, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school.

This includes:

- ensuring that the academy knows which pupils have or had a social worker
  - understanding the academic progress and attainment of these pupils
  - maintaining a culture of high aspirations for these pupils
  - supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
  - helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT
- ensure that child protection files are kept up-to-date and only accessed by those who need to do so
- ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared
- ensure each member of staff has access to and understands the academy's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process

- work with the Academy Council to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- ensure the academy's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the academy may make referrals for suspected cases of abuse or neglect, as well as the role the academy plays in these referrals
- link with safeguarding partner agencies to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding
- undergo training, and update this training at least every two years
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- keep detailed, accurate, secure records of concerns and referrals, and understand the purpose of this record-keeping

The designated teacher has a responsibility for promoting the educational achievement of OC and POC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### Multi-agency working

The academy contributes to multi-agency working as part of its statutory duty. The academy is aware of and will follow the local safeguarding arrangements.

The academy will be fully engaged, involved, and included in local safeguarding arrangements. Once the academy is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The academy will act in accordance with the safeguarding arrangements.

The academy will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.



Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The academy also recognises the particular importance of inter-agency working in identifying and preventing CSE.

### **Information sharing**

The academy recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

### **Early help**

Waterloo Primary Academy is committed to providing our families with the right help at the right time. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- are disabled, have certain health conditions, or have specific additional needs
- have SEND, regardless of whether they have a statutory EHC plan
- have mental health needs
- are young carers
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are frequently missing or going missing from care or from home
- are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- are at risk of being radicalised or exploited
- have family members in prison, or are affected by parental offending
- are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- misuse drugs or alcohol
- have returned home to their family from care
- are at risk of HBA, such as FGM or forced marriage
- are privately fostered
- are persistently absent from education, including persistent absences for part of the school day
- show early signs of abuse and/or neglect in other ways

## Abuse and neglect

Waterloo Primary Academy is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse.

### **We therefore ensure that:**

- all staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- all staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- safeguarding has a high status throughout the academy by being on the agenda at staff meetings/briefings, information being readily available on notice boards and regular updates
- all staff feel confident in approaching DSLs to raise concerns
- all staff and volunteers have an understanding of the main categories of abuse - NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE
- all staff and volunteers understand that there are other ways in which children can be abused such as online, child sexual exploitation, female genital mutilation, honour based abuse, radicalisation, trafficking, slavery, peer abuse, forced marriage and others
- all staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- DSLs update staff and volunteer's knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- all staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- all staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using Lancashire Continuum of Need and Thresholds Guidance to determine whether this threshold has been met
- this referral will be done by telephone and followed with a CSC Referral form as soon as possible
- consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the BSB with regard to sharing information
- DSLs contribute to strategy discussions, strategy meetings, initial and review child protection conferences, core group meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes

- DSLs meet regularly to ensure that decisions made about children who are subject to CP Plans are agreed and a clear rationale for the decision is documented
- a copy of the child's CP plan is included in the child's individual electronic safeguarding file
- all staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSLs
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- all staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- specific programmes of work and support are offered to children and families who are vulnerable
- risk assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment

## Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

## Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

The academy has a zero-tolerance approach to abuse, including child-on-child abuse.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- abuse in intimate personal relationships between peers

- physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- the consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting.
- initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

All staff will have a clear understanding of the academy's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The academy's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the academy's Anti-bullying Policy and Behaviour Policy, where relevant.

## Online safety and personal electronic devices

The academy will adhere to the E-Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- the procedure to follow when they have a concern regarding a pupil's online activity

The academy will ensure that appropriate filtering systems are in place on academy devices and networks to prevent children accessing inappropriate material, in accordance with the academy's E-Safety Policy. The academy will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The academy will also ensure that it meets the filtering and monitoring standards published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Further information regarding the academy's approach to online safety can be found in the E-Safety Policy.

### **Communicating with parents**

As part of the usual communication with parents, the academy will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the academy uses to filter and monitor internet use.

The academy will also make it clear to parents what their children are being asked to do online for school.

### **Reviewing online safety**

The academy will carry out an annual review of its approach to online safety.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the academy, in accordance with the ICT Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the academy's Data Protection Policy.

Where photographs and videos will involve pupils who are OC, adopted pupils, or pupils for whom there are security concerns, staff will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are OC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

### **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the academy. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

### **Consensual and non-consensual sharing of indecent images and videos**

The academy will ensure that staff treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

## Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The academy will provide as much contextual information as possible when making referrals to CSCS.

## Pupils potentially at greater risk of harm

The academy recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

### Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

### Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.



In line with the Education (Pupil Registration) (England) Regulations 2006, the academy will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the academy, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

### **OC and POC**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The Academy Council will ensure that staff have the skills, knowledge and understanding to keep OC and POC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order
- contact arrangements with parents or those with parental responsibility
- care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for POC, personal advisers.

### **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the academy's SENDCo, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

### **LGBTQ+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

### **Pupils requiring mental health support**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

### **Use of the academy premises for non-school activities**

Where the academy hires or rents out academy facilities or the academy premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The academy will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

Where the academy provides the activities under the direct supervision or management of academy staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the academy will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The academy will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The academy will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

### **Extracurricular activities and clubs**

External bodies that host extracurricular activities and clubs at the academy, e.g. charities or companies, will work in collaboration with the academy to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

### **Alternative provision**

The academy will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the academy will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.



## Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded on MyConcern.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the academy will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

## Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed accordingly.

All staff members, in particular the DSLs, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The academy will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the academy will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the academy agrees with this decision, the academy will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents and carers will only take place where this would not put the pupil or others at potential risk of harm. The academy will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

## Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

## Safeguarding concerns and allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the academy's Managing Allegations Policy and procedures, a copy of which will be provided to, and understood by, all staff. The academy will ensure all allegations against staff, including those who are not employees of the academy, are dealt with appropriately and that the academy liaises with the relevant parties.

When managing allegations against staff, the academy will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-

level concerns". Allegations that meet the harms threshold include instances where staff have:

- behaved in a way that has harmed a child, or may have harmed a child
- committed or possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

All allegations will be dealt with in line with advice taken from the LADO.

## Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with academy data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the academy will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the academy will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the academy will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the academy, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

## **Safer recruitment**

The academy's full policy and procedures for safer recruitment are outlined in the Safer Recruitment and Selection Policy and the Volunteer Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- are responsible on a daily basis for the care or supervision of children
- regularly work in the academy at times when children are on the premises
- regularly come into contact with children under 18 years of age

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK will be conducted.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

## **Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- have certain orders or other restrictions placed upon them
- have committed certain offences

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a school environment. A disqualified person will not be permitted to continue working at the academy, unless they apply for and are granted a waiver from Ofsted. The academy will provide support with this process.

## **Ongoing suitability**

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

## **Referral to the DBS**

The academy will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and

has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## Single central record (SCR)

The academy keeps an SCR which records all staff, supply staff, and teacher trainees on salaried routes, who work at the academy. All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- an identity check
- a barred list and enhanced DBS check
- a prohibition from teaching check
- a check of professional qualifications, where required
- a check to determine the individual's right to work in the UK
- additional checks for those who have lived or worked outside of the UK
- a section 128 check for those in management positions

For agency and third-party supply staff, the academy will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the academy would perform on any individual working in the academy or who will be providing education on the academy's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The academy is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the academy.

## Training

Staff members and volunteers will undergo safeguarding and child protection training at induction, which will be updated on an annual basis and/or whenever there is a change in legislation.

The induction training will cover:

- the Child Protection and Safeguarding Policy
- the Child-on-child Abuse Policy and procedures
- the Staff Code of Conduct

- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate)
- the Behaviour Policy
- appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring
- information about the role and identity of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- the issues surrounding sexual violence and sexual harassment
- contextual safeguarding
- how to keep OC and POC safe
- CCE and the need to refer cases to the National Crime Agency
- updated online safety training

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- the assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements
- how LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required
- the importance of providing information and support to CSCS
- the lasting impact that adversity and trauma can have
- how to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers
- the importance of internal and external information sharing
- the Prevent duty
- the risks associated with online safety, including the additional risks faced online by pupils with SEND

## Monitoring and review

This policy is reviewed at least annually by the DSL and the Head of School. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is June 2024.



## Appendix 1

### Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

#### Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- are, have been, or have agreed to be married to each other
- are, have been, or have agreed to be in a civil partnership with each other
- are, or have been, in an intimate personal relationship with each other
- each have, or have had, a parental relationship towards the same child
- are relatives

The academy will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

#### Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Options Team so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

#### Children missing from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The academy will ensure that the response to children persistently being absent from education supports identifying

such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the academy, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures. The academy will inform the LA of any pupil who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 school days or more.

The academy will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the academy, or when the academy has been notified that the pupil will first be attending. The academy will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The academy will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the academy on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the academy that their child will live at a different address, the academy will record the following information on the admissions register:

- the full name of the parent with whom the pupil will live
- the new address
- the date from when the pupil will live at that address

If a parent notifies the academy that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- the name of the new school
- the date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the academy will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the academy will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- have been taken out of the academy by their parents, and are being educated outside the national education system, e.g. home education
- have ceased to attend the academy, and no longer live within a reasonable distance of the premises
- have been certified by the academy's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has



not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age

- have been in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the academy at the end of that period
- have been permanently excluded

The academy will also remove a pupil from the admissions register where the academy and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the academy will provide the LA with the following information:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives
- the full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- the name of the pupil's new school and the pupil's expected start date there, if applicable
- the grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The academy will work with the LA to establish methods of making returns for pupils back into the academy. The academy will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The academy will also highlight any other necessary contextual information, including safeguarding concerns.

## Child abduction and community safety incidents

For the purposes of this policy, “**child abduction**” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the academy that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

## Child criminal exploitation (CCE)

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce,

manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage or other advantage of the perpetrator or facilitator
- through violence or the threat of violence

Specific forms of CCE can include:

- being forced or manipulated into transporting drugs or money through county lines
- working in cannabis factories
- shoplifting or pickpocketing
- committing vehicle crime
- committing, or threatening to commit, serious violence to others

The academy will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The academy will also recognise that pupils of any gender are at risk of CCE.

Academy staff will be aware of the indicators that a pupil is the victim of CCE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly becoming absent from school or education or not taking part

### County lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, academy staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- going missing and subsequently being found in areas away from their home
- having been the victim or perpetrator of serious violence, e.g. knife crime
- receiving requests for drugs via a phone line
- moving drugs
- handing over and collecting money for drugs
- being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- being found in accommodation they have no connection with or a hotel room where there is drug activity
- owing a ‘debt bond’ to their exploiters
- having their bank account used to facilitate drug dealing

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

## Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- unauthorised access to computers, known as ‘hacking’
- denial of Service attacks, known as ‘booting’
- making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

## Child sexual exploitation (CSE)

For the purposes of this policy, “**child sexual exploitation**” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage, increased status or other advantage of the perpetrator or facilitator
- through violence or the threat of violence

The academy will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The academy will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The academy will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

Academy staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing

- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly becoming absent from school or education or not taking part
- having older partners
- suffering from sexually transmitted infections
- displaying sexual behaviours beyond expected sexual development
- becoming pregnant

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The academy will cooperate as needed.

## Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Crime Agency.

## FGM

For the purposes of this policy, “**FGM**” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The academy’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. This does not apply to any suspected or at-risk cases. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the

practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- the socio-economic position of the family and their level of integration into UK society
- the pupil coming from a community known to adopt FGM
- any girl with a mother or sister who has been subjected to FGM
- any girl withdrawn from PSHE

Indicators that FGM may take place soon include:

- when a female family elder is visiting from a country of origin
- a girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'
- a girl requesting help from a teacher if she is aware or suspects that she is at immediate risk
- a girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the pupil:

- having difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- having prolonged or repeated absences from school, followed by withdrawal or depression
- being reluctant to undergo normal medical examinations
- asking for help, but not being explicit about the problem due to embarrassment or fear

FGM is included in the definition of so-called “**honour-based’ abuse (HBA)**”, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

**Virginity testing** - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if

vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

**Hymenoplasty** - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The academy will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- a pupil is known to have requested either procedure or asks for help
- family members disclose that the pupil has already undergone the practices
- pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- concern from family members that the pupil is in a relationship, or plans for them to be married
- a close relative has been threatened with either procedure or has already been subjected to one
- a pupil has already experienced or is at risk of other forms of HBA
- a pupil is already known to social services in relation to other safeguarding issues



- a pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- a pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- a pupil appears fearful of their family or a particular family member
- unexplained absence from school, potentially to go abroad
- changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The academy will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

## Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- being absent from school – particularly where this is persistent
- requesting for extended leave of absence and failure to return from visits to country of origin
- being fearful about forthcoming school holidays
- being subjected to surveillance by siblings or cousins at school

- demonstrating a decline in behaviour, engagement, performance, exam results or punctuality
- being withdrawn from school by their parents
- being removed from a day centre when they have a physical or learning disability
- not being allowed to attend extracurricular activities
- suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media
- having a family history of forced marriage, e.g. their older siblings have been forced to marry
- being prevented from going on to further or higher education
- showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia
- displaying a sudden decline in their educational performance, aspirations or motivation

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or Head of School and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or Head of School will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the academy will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the academy will use existing national and local protocols for multi-agency liaison with police and children's social care.

The academy will support any victims to seek help by:

- making them aware of their rights and choices to seek legal advice and representation
- recording injuries and making referrals for medical examination where necessary.
- providing personal safety advice



- developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

## Radicalisation

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the academy’s wider safeguarding duties. The academy will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The academy will work with local safeguarding arrangements as appropriate.

The academy will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the academy will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the academy has reason to believe that the child would be placed at risk as a result.

All staff will undertake Prevent awareness training to be able to protect pupils against the risk of radicalisation.

## The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the academy’s wider safeguarding obligations.

The academy’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

## **Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary.

## **Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## **Mental health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the academy will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The academy will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

## **Serious violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in academic performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault
- unexplained injuries
- unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

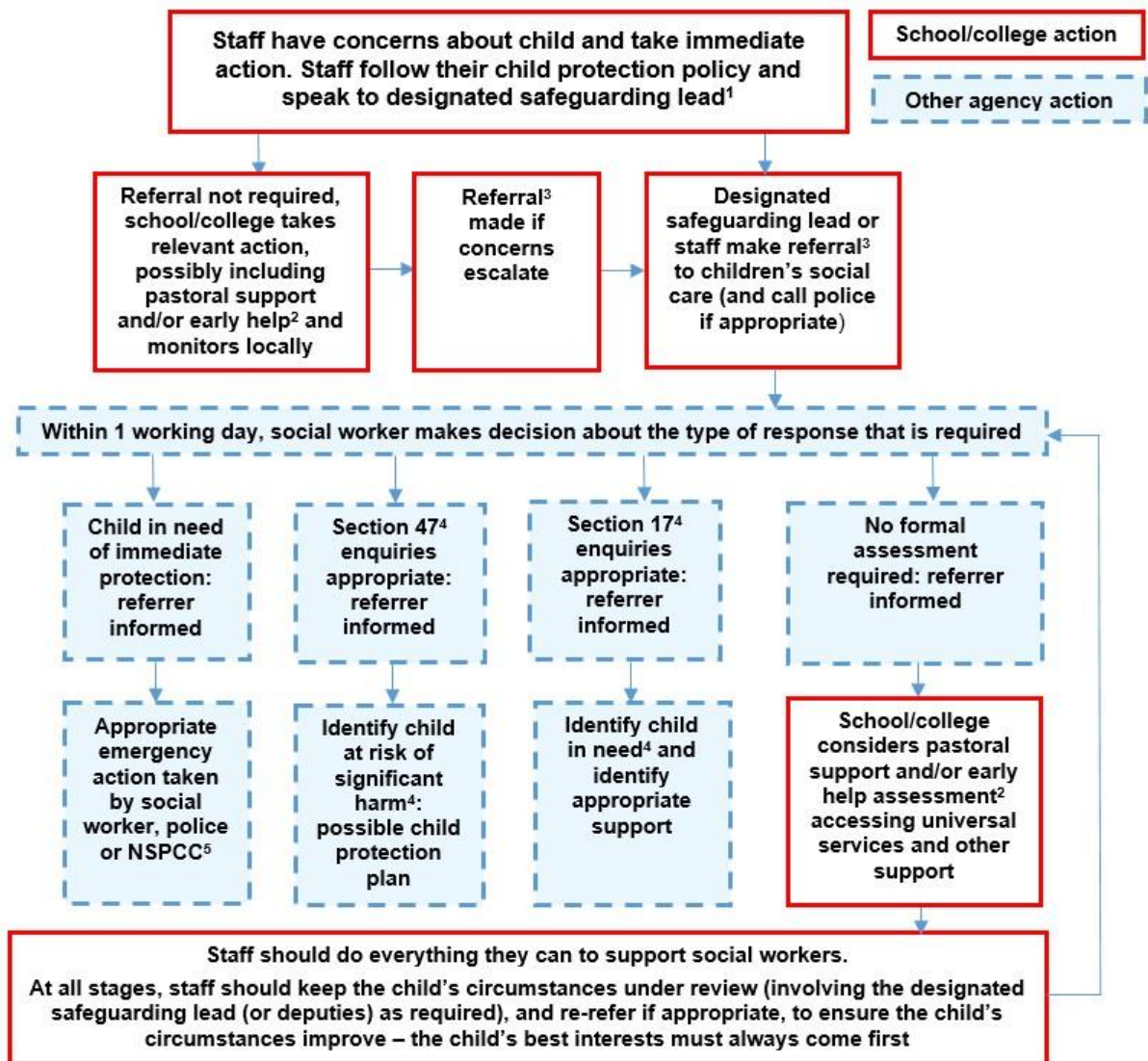
- being male

- having been frequently absent from school
- having been permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The academy will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the academy will ensure arrangements are in place to do so.

## Reporting Safeguarding Concerns Flowchart



\*Part four:  
Response to reports  
See also KCSIE Part 5

## Definitions

### Sexual violence

Rape  
Assault by penetration  
Sexual assault

### Sexual Harassment

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

## Record-keeping

Remember to record all concerns, discussions, decisions and reasons for decisions

## REPORT RECEIVED

(from the victim or third-party)

## Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosures (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parent of victim informed, unless this would put victim at greater risk

### Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

## Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- and power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (e.g. CSE)

## MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

## EARLY HELP

Non-violent Harmful Sexual Behaviours

(see Harmful Sexual Behaviours Framework (NSPCC))

## REFER TO SOCIAL CARE

**All incidents where a child has been harmed, is at risk of harm or is in immediate danger.**

Social Care staff will decide next steps. Be ready to escalate if necessary.

## REFER TO POLICE

**All incidents of rape, assault by penetration or sexual assault.**

(incl. if perpetrator is 10 or under)

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

## RISK ASSESSMENT

Case-by-case basis  
(for details see paragraphs 69 and 70  
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE 2021))

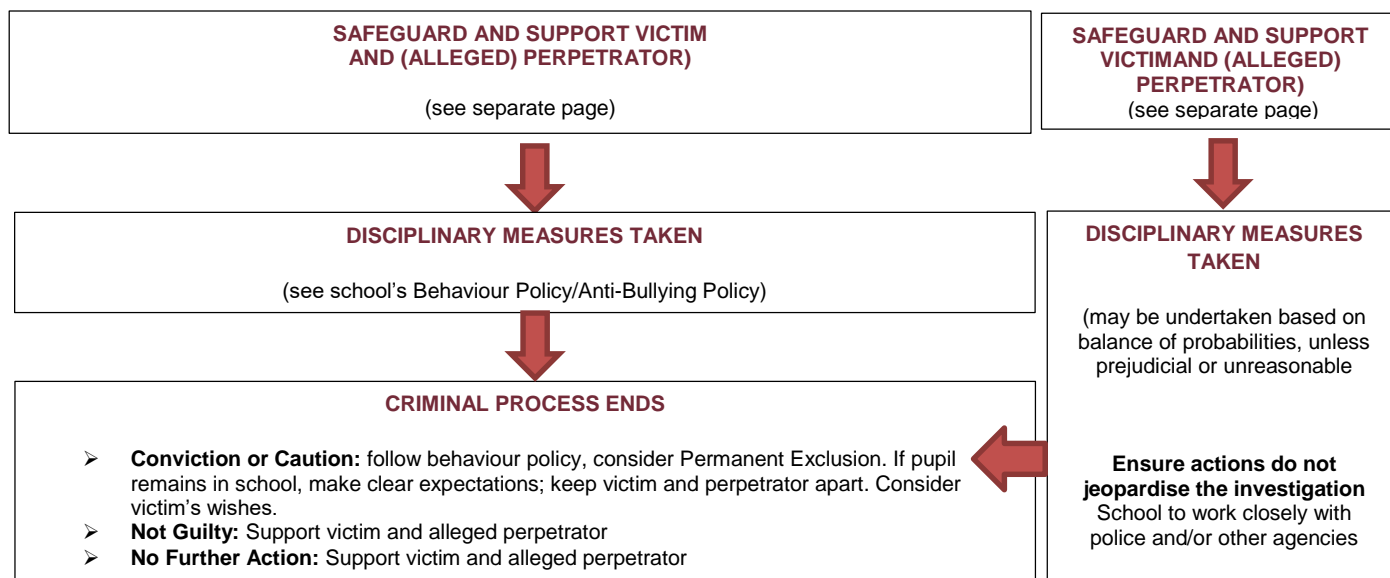
## RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]



**Source:**

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

## Examples of Sexualised behaviour

Age range	Normal	Inappropriate	Problematic	Abusive	Violent
Pre-school (0-5 years)	<p>Playing with or holding their own genitals</p> <p>Trying to look or touch genitals of other children of a similar age</p> <p>Touching adults in their breast, bottom or genital area</p> <p>Like being naked</p> <p>Asking questions about parts of the body or the difference between boys and girls</p> <p>Playing games such as mummy's and daddy's</p>	<p>Pulling other peoples pants, skirts, shorts down against their will</p> <p>Taking clothes off in public spaces</p>	<p>Following others into the toilets to look at or touch them</p> <p>Consistently trying to touch the genitals of others</p> <p>Describing sexual acts seen on tv/online</p> <p>Using adult sex words in context</p> <p>Engrossed with adult sexual behaviour</p> <p>Constantly trying to touch the genitals of adults</p>	<p>Consistently touching the genitals of other children</p> <p>Re-enacting of sexual activity in play</p>	<p>Sexual behaviour between young children involving penetration with objects</p> <p>Forcing other children to engage in sexual play</p>
Age range	Normal	Inappropriate	Problematic	Abusive	Violent
Primary (5-9 years)	<p>Feeling and touching own genitals</p> <p>Interested about other children's Genitals</p> <p>Inquisitive about sex and relationships- ie. how sex</p>	<p>Persistent questions about sexual activity which have been given an answer</p> <p>Engaging in mutual masturbation</p>	<p>Using sexual images and ideas in talk, play and art persistently</p> <p>Using adult slang language to discuss sex</p>	<p>Sexual bullying face to face or online</p> <p>Simulating oral or penetrative sex</p> <p>Frequently masturbating in front of</p>	<p>Forced sexual behaviour engaging younger children</p> <p>Forcing other children to take part in sexual activities</p>

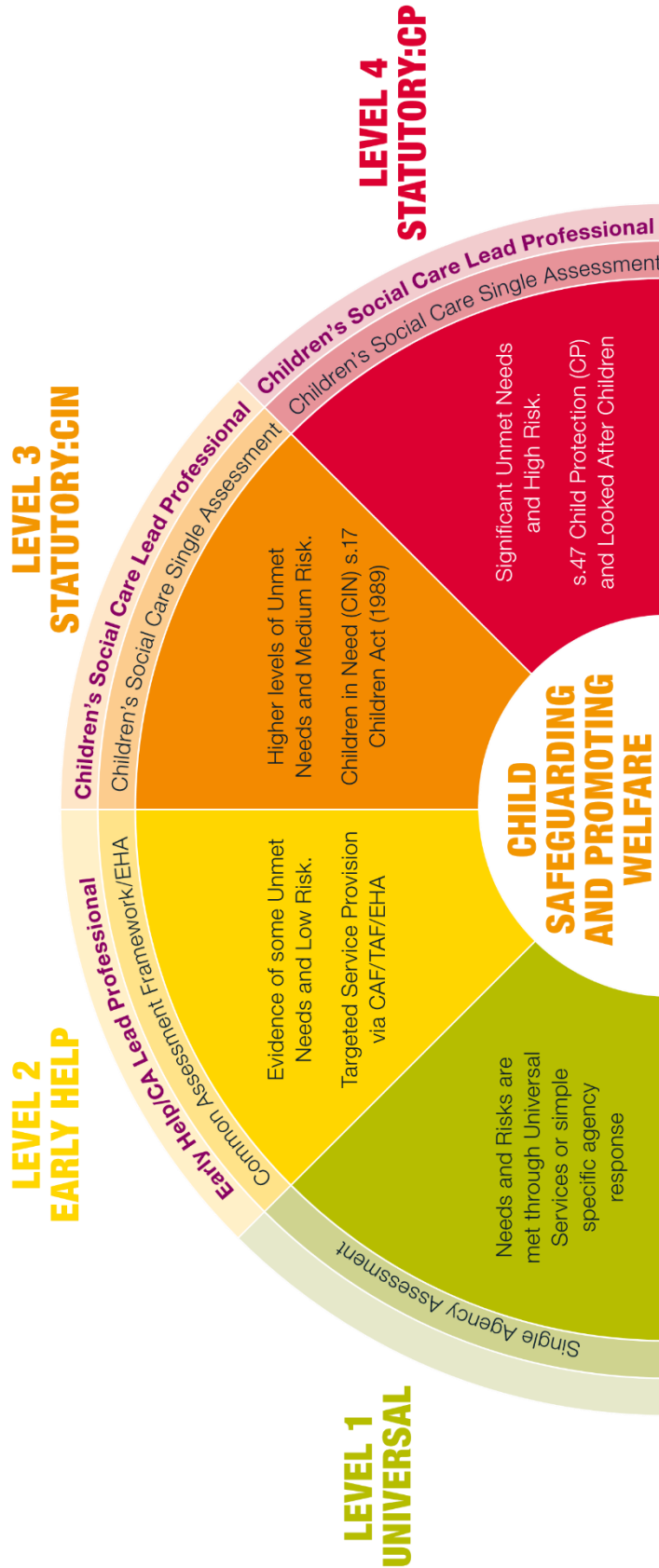


	<p>happens, where babies come from, same-sex relationships</p> <p>don't want you to look at them while they get changed</p> <p>using swear words or slang for parts of the body during conversation</p>			<p>others</p> <p>Looking for pornographic material online</p>	
Age range	Normal	Inappropriate	Problematic	Abusive	Violent
Pre-teen (9-13 years)	<p>Solitary masturbation</p> <p>Use of sexual language including swear and slang words in daily conversation</p> <p>Having girl/boyfriends who are of the same, opposite or any gender</p> <p>Wanting privacy regularly</p> <p>Consensual kissing, hugging, and touching with similar age peer</p>	<p>Uncharacteristic and risk-related behaviour, e.g. change in dress style, friends, access to money</p> <p>Sexual aggression/ bullying which is verbal, physical or cyber</p> <p>LGBT (lesbian, gay, bisexual, transgender) targeted bullying</p> <p>Exhibitionism – flashing or mooning</p> <p>Giving contact details online</p> <p>Arranging to meet with an unknown person from online</p> <p>Viewing pornographic material</p>	<p>Worrying about being pregnant or having STI's</p> <p>Masturbating or exposing genitals in public</p>	<p>Distributing naked or sexually provocative images of self and others</p> <p>Sexually explicit talk with younger children</p> <p>Sexual harassment</p>	<p>Genital injury to self or others</p> <p>Forced sexual behaviour engaging younger children</p> <p>Forcing other children to take part in sexual activities</p>

# APPENDIX 2

Version 1 June 23

## Pan-Lancashire Continuum of Need



### Information Sharing

Go straight to Level 4 as soon as risk of significant harm is suspected

If in doubt, consult with agency safeguarding leads, or the Duty Social Worker in your area on: Lancashire on 0300 123 6720; Blackpool 01253 477299; Blackburn with Darwen 01254 666400



**Procedure for locating children unaccounted for, during the school day.**

You are concerned that a child is not where they are supposed to be.

Check all frequently visited locations, such as toilets and known hiding spots.

Child found.

NFA. Reinforce classroom rules.  
Log on My Concern.

Child not found.

Use in-class radio or Tannoy system to alert other adults in the building, including Designated Safeguarding Leads (DSL) and Senior Leadership Team (SLT), that a child is unaccounted for. Ensure office staff are aware that they must not let anyone enter or leave the premises, while the child is unaccounted for. Led by SLT/DSL, staff team to conduct a search of the building. Check CCTV.

Child found.

Reinforce classroom rules and inform parents. Log on My Concern.

Child not found.

Led by SLT/DSL, all available staff to conduct a wider search of the grounds and building. Contact parents.

Child found.

Reinforce classroom rules and inform parents. Log on My Concern.

Child not found.

Contact police and contact parents or carers. A member of staff will need to continue reviewing CCTV for last known position and exit, if any. Remaining members of staff will need to continue to search.

**All searches conducted must end with a staff debrief and lessons learnt.**

## Procedure for children leaving the premises during the school day.

Inform a DSL when you recognise that a child is struggling or may run.

Where possible, two members of staff are to follow if a child goes outside.

Child returns to classroom.

No further action required.  
Reinforce classroom rules.

Child leaves the grounds.

Two staff members to follow at a safe distance and contact the police.  
Contact the school office so that they can inform parents.

If neither staff member has a mobile phone, one staff member is to return to school to collect their phone in order to call parents/carers. Then they re-join their colleague and continue to follow at a safe distance. Keep communication open with the child if safe to do so.

Child returns.

Reinforce classroom rules and make sure parents are aware. Log on My Concern and inform pastoral team so additional safety support can be offered.

Child does not return.

Continue to follow the child until the parent/ carers arrive. Continue to work with the family and police if needed. If child goes out of sight, then the procedure for locating children should be followed.

Following any period of time where a child has left the premises without permission, all school departments, and outside agencies working with the family, should be informed that the child is a flight risk. A risk assessment should be completed where appropriate.