



Child Protection and Safeguarding Policy

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**Policy Reviewed and Adopted by
Governing Body: 06/07/21**

Date of Next Review: September 2021

Responsible Officer: Assistant Principal - Mrs M Beckett

Introduction

At Hawes Side Academy, all staff and governors recognise their moral and statutory responsibility to safeguard and promote the welfare of all pupils; this is placed at the centre of everything that we do. We endeavour to provide a safe and welcoming environment where children are respected and valued. Through pastoral care, we are concerned with promoting the moral, social, physical and emotional well-being of all pupils. All children will have the same rights and same value regardless of age, ability, race, culture, language, religion, gender identity or sexual identity, disability, or social/economic background.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff and governors and are consistent with those of the Blackpool Safeguarding Board (BSCB). Staff are trained upon its contents and on their safeguarding duties and are legally obliged to follow up any concerns they may have around child protection (this is recorded through our 'Safeguard' system). We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinating offer of early help when additional needs of children are identified and contributing to interagency plans, which provide additional support to the child.

Safeguarding is everyone's responsibility. Everyone who works with children has a responsibility for keeping them safe. This policy applies to all staff, governors and volunteers working within Hawes Side Academy.

Our core safeguarding principles are:

- To safeguard and promote the welfare of children
- Safer children make more successful learners
- To review policies at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Purpose of this policy

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the academy's commitment with regard to child protection to pupils, parents and other partners

Linked Documentation

This policy has been developed in accordance with the principles set out by the **Children Act 1989** and the **Children Act 2004** and is in line with:

- Keeping Children Safe in Education (September 2020)
- Guidance for safer working practice for those working with children and young people in education settings (Oct 2015)
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children (HM Government, July 2018)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Blackpool Safeguarding Children Board's Procedures (BSCBs)
- What to Do If You're Worried a Child Is Being Abused (March 2015)
- Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children and Young People, Parents and Carers (July 2018)
- The Safeguarding Vulnerable Groups Act 2006
- The Prevent Duty (June 2015)
- The Teacher Standards 2012

Roles and Responsibilities

Key personnel

Principal: Mrs Caroline Boothroyd

Vice Principal: Mr Lee Glynn

Assistant Principal: Mrs Marianne Beckett

Designated Safeguarding Lead (DSL): Mrs Julie Fleckney (Family Liaison)

Mrs Marianne Beckett, Mrs Caroline Boothroyd

Designated Safeguarding Lead in Breakfast and After Academy Club: Mrs Angie Jones

Contact by email: admin@hawes-side.co.uk /Tel: 01253 402541

Named Governor for safeguarding is Mrs Helen Livsey

Contact by email: admin@hawes-side.co.uk

The Designated Safeguarding Lead (DSL)

The designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety). The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff
- working with the governing body to ensure that the academy's child protection policies are reviewed annually and that the procedures are reviewed regularly
- being appropriately trained
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the 'case manager' and the designated officer(s) at the local authority if allegations are made against staff
- understanding BSCB procedures
- keeping written records of all concerns, ensuring that such records are stored securely but kept separate from the pupil's general file
- referring cases of suspected abuse to children's social care or police as appropriate
- notifying children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensuring that when a pupil with a child protection plan leaves the academy, their information is passed to their new school or academy and the pupil's social worker is informed
- attending and/or contributing to child protection conferences
- coordinating the academy's contribution to child protection plans
- developing effective links with relevant statutory and voluntary agencies
- ensuring that the child protection policy is updated annually in liaison with the senior management team (SMT)
- linking with the nominated governor and Principal
- keeping a record of staff attendance at child protection training
- making the child protection policy available to parents
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- reviewing and monitoring a list of vulnerable students on a regular basis, especially those who receive early help through an Early Help Assessment. Staff need to be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has SEN
 - is a young carer
 - is frequently missing/goes missing from care or home
 - is misusing drugs or alcohol
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult

- mental health problems or domestic abuse
- has returned home to their family from care

The Governing Body

The governing body ensures that the academy has:

- a member of the designated safeguarding team for child protection who is a member of the senior leadership team and has undertaken training in inter-agency working, in addition to basic child protection training.
- a child protection policy and procedures that are consistent with BSCB requirements reviewed annually and made available to parents on request.
- procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Principal that comply with guidance from the local authority and locally agreed interagency procedures.
- safer recruitment procedures that include statutory checks on staff and volunteers suitability to work with children.
- a training strategy that ensures all staff, including the Principal, receive child protection training, with refresher training at two yearly intervals. The DSL receives refresher training at two yearly intervals.
- arrangements to ensure that all temporary staff and volunteers are made aware of the academy's procedures for child protection.
- the Principal remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to her attention
- the governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

The Principal

The Principal ensures that the academy has:

- a child protection policy and procedures which are implemented and followed by all staff.
- allocated sufficient time and resources to enable the DSL and designated persons to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- ensured that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- ensured that pupils' safety and welfare is addressed through the curriculum.

All staff:

- It is a requirement that all staff working in the academy read 'Keeping Children Safe in Education' September 2020 along with Annex A at the bottom of the document. If you do not understand any part of this document then please seek support from your line manager.
- All of our staff have an equal responsibility to identify safeguarding and child protection concerns and to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.

Definitions

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

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

Child refers to all young people who have not yet reached their 18th birthday.

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

Related Procedures

Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice, which are in line with the academy's vision and values. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately. Good practice includes:

- Treating others as you wish to be treated
- Treating pupils with respect
- Involving pupils in decisions that affect them
- Being alert to changes in pupils' behaviour
- Recognising that changes in behaviour, including challenging behaviour, may be an indicator of abuse, neglect or exploitation
- Reading and understanding the academy's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information sharing
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with academy and BSCB policies and procedures and DFE Guidance 2012 'Ensuring Good Behaviour in Academies' (p.4)
- When considering the use of reasonable force towards children with SEND or medical conditions the risk should be carefully considered taking into account their individual needs; proactive behaviour support are also in place to reduce the need for reasonable force

This must be read in conjunction with the academy's behaviour policy and staff code of conduct.

Children who may be particularly vulnerable

Some children are at a greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure all our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation (FGM), or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance misuse, domestic abuse or parental mental health needs
- do not have English as a first language
- are asylum seekers
- have incarcerated parents

This list provides examples of additionally vulnerable groups and is not exhaustive.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

Children Missing from Education

A child going missing from education, particularly if repeated, is a potential indicator of abuse and/or neglect and such children are at risk of being victims of harm, exploitation, radicalisation mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

We closely monitor attendance, absence, exclusions and our DSLs will take appropriate action in accordance with the academy's Attendance Policy, including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Further information about children at risk of missing education can be found in the Children Missing Education guidance (September 2016)

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with a DSL.

Peer on Peer Abuse

Peer on peer abuse – children harming other children – is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter' or 'part of growing up'. It is most likely that boys will be perpetrators of peer on peer abuse and girls as victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff should be clear about the academy's policy and procedures for addressing peer on peer abuse.

Peer on peer abuse can take many forms, including:

- **Physical abuse** such as hitting, kicking, shaking, kicking, biting, hair pulling or otherwise causing physical harm
- **Sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **Sexting** including pressuring others to share sexual content
- **Initiation/hazing** used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond
- **Upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purpose of sexual gratification or to cause humiliation, distress or alarm

Different gender issues can be prevalent when dealing with peer on peer abuse, for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Minimising risk

We take the following steps to minimise or prevent the risk of peer on peer abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

Investigating allegations

All allegations of peer on peer abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- Gather information - children and staff will be spoken with immediately to gather relevant information.
- Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection Policy.
- Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2020.

Supporting those involved

The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength

- Status
- Access to economic or other resources

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

CCE Indicators

CCE indicators can include children who:

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

CSE Indicators

The above indicators can also be indicators of CSE, as can children who:

- have older boyfriends
- suffer sexually transmitted infections or become pregnant

It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to a DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move drugs or money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out for CCE and CSE in this policy.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out for CCE factors in this policy, with the main indicator being missing episodes from home and/or school.

All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

Sexting

'Sexting' refers to the sending or posting of sexual images of children via mobile phones and other devices or over the internet. It is also known as 'youth produced sexual imagery'.

All sexting incidents will be managed as follows:

- The incident will be referred to a DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm we will refer the matter to the police and/or children's social care.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. The academy's Online Safety Policy explains how we keep pupils safe in the academy. Cyber-bullying by pupils, via texts, emails and social media will be treated as seriously as any other type of bullying and will be managed through our anti bullying procedures. Parents are requested to refrain from naming children on social media and any concerns should be brought up with the academy directly.

Domestic abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It can include psychological, physical, sexual, financial and emotional abuse.

Children can witness and be adversely affected by domestic abuse and exposure to it can have long lasting negative impact on children.

Where police have been called to a domestic abuse incident where children are in the household and experienced that incident, the police will inform a DSL. This ensures that the school has up to date safeguarding information about the child. The Blackpool Schools MARAC Protocol also enables information to be shared with schools or requested from schools regarding pupils associated with high-risk domestic abuse cases. The Protocol is a stepped approach and details the steps schools need to take to identify high-risk domestic abuse cases. The Protocol can be found in Appendix 3.

All staff are aware of the impact domestic abuse can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to a DSL.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Honour Based Violence (HBV)

So called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take. If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to a DSL.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break.

There is a range of potential indicators that a girl may be at risk of FGM. Signs and Symptoms of Female Genital Mutilation include:

- Difficulty walking, sitting or standing
- Spending a longer period of time in the bathroom
- Displaying unusual behaviour after being off nursery
- Reluctant to being undressed after having a wet accident
- Long unexplained absences

If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to a DSL. Teachers are also under a legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing a DSL.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.

If staff are concerned that a child may be at risk of forced marriage, they should speak to a DSL.

Radicalisation and Extremism

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to a DSL.

Staff/pupil relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

Our Staff Code of Conduct sets out our expectations of staff.

Allegations against staff

If an allegation is made against a member of staff, including supply staff, or a volunteer, our set procedures must be followed. Please see our Allegations of Abuse Against Staff Policy and follow the full procedure for managing such allegations are set out in Part Four of Keeping Children Safe in Education 2020.

Allegations made against former members of staff will be reported to the police.

Whistle blowing if you have concerns about a colleague

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Principal, unless the complaint is about the principal, in which case concern should be reported to the Chair of Governors. See the academy's Whistle Blowing Policy for more information.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Further details for dealing with allegations against staff can be found at:

<https://www.blackpoolsafeguarding.org.uk/managing-allegations>

Staff training

Our staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

New staff, governors and volunteers receive a briefing during their induction, which covers this Child Protection and Safeguarding policy, other key policies including our Staff Code of Conduct, how to report and record concerns and information about our Designated Safeguarding Leads.

Safer recruitment

The governing body and our senior management team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with KCSIE2020 and the local safeguarding partner arrangements.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by KCSIE 2020. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the academy or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The academy maintains a single central record of recruitment checks undertaken.

Site security

Visitors to the academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the academy site. Visitors who have not undergone the required checks will be escorted at all times. All visitors are expected to observe the academy's safeguarding and health and safety regulations to ensure children in academy are kept safe.

Parents who are delivering or collecting their children must sign them in or out.

Extended academy and off-site arrangements

Where extended academy activities are provided by and managed by the academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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

Photography and images

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

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental/guardian consent
- Use only the pupil's first name with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them
- Personal staff devices are only to be used in designated areas

Child Protection Procedures

Recognising abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

It is very important that staff report their concerns on the academy's electronic safeguard system – they do not need 'absolute proof' that the child is at risk. Any visible marks on a child causing concern should be recorded on body maps on 'Safeguard'

KCIES 2020 refers to four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2. Emotional abuse

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

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3. Sexual abuse

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

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

4. Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2013)

Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Impact of abuse

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

The most common reason for children becoming looked after is a result of abuse and/or neglect. Training is provided for staff to develop the skills knowledge and understanding to keep looked after and previously looked after children safe.

Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child. If necessary call 999
- Complete a record of concern on CPOMS or, if unavailable, use the documents at Appendix 1 and 2 and report your concern to a DSL as soon as possible
- Share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

If you are concerned about a pupil's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are okay.

If the pupil does reveal that they are being harmed, staff should follow the advice below.

If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- Allow them to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on to a DSL
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go to see a DSL. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the DSL even if the child has promised to do it by themselves
- Record the conversation as soon as possible on 'CPOMS' or if not available, make a note of your conversation. Avoid paraphrasing in your words and try to use the child's own words. Avoid including your opinion in the write up and try to include details of the emotional state of the pupil as they made the disclosure
- Seek support if they or you feel distressed

Notifying parents

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

However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

Referral to children's social care

The DSL will make a referral as soon as possible to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Staff are made aware of this process along with the role that they might be expected to play. Referrals from the academy to social care should contain as much information as possible so that the wider environmental factors present in a child's life that are a threat to their safety and/or welfare can be considered. This is known as contextual safeguarding.

Referrals to be made to: Duty and Assessment Team (Tel: 477299)

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if a DSL, the Principal or the chair of governors are not available and a referral is required immediately.

Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with a DSL, Principal or chair of governors.

Sharing information

The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for deciding to do so.

Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

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

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

Storing information

Child protection information will be stored separately from the pupil's school file. It will be stored and handled in line with our Retention and Destruction Policy.

Our Freedom of Information Policy, Data Protection Policy and our Record Management policy is available to parents and pupils on request.

Special Circumstances

Looked after children

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

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

Private Fostering Arrangements

A privately fostered arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 (or

under 18 if disabled). By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will tell one of the DSLs and the academy will notify the local authority of the circumstances.

Monitoring and Review

The primary purpose of monitoring the success of Safeguarding systems is to provide information on the progress and current status of the organisation and arrangements in place.

This will be undertaken through internal quality assurance processes by the senior team including observation, testing and analysis and review of available data and information. A formal audit will be undertaken at least annually by the Governing body and/or an external audit team to support the academy and provide feedback to ensure that effective organisation and arrangements are in place.

Important Contacts:

NSPCC: 08088005000 help@nspcc.org.uk Student Support Team: 476524

Duty and Assessment Team: 477299 Early assessment Team: 476221 Blackpool Police: 101

Academy Nursing Team: 955465 Families in Need Team: 607319 LADO

Appendices

APPENDIX 1



CHILD PROTECTION FORM (In first instance please use CPOMS)

Name: _____ Class: _____

Referred by: _____ Date: _____

Concern/Comment:

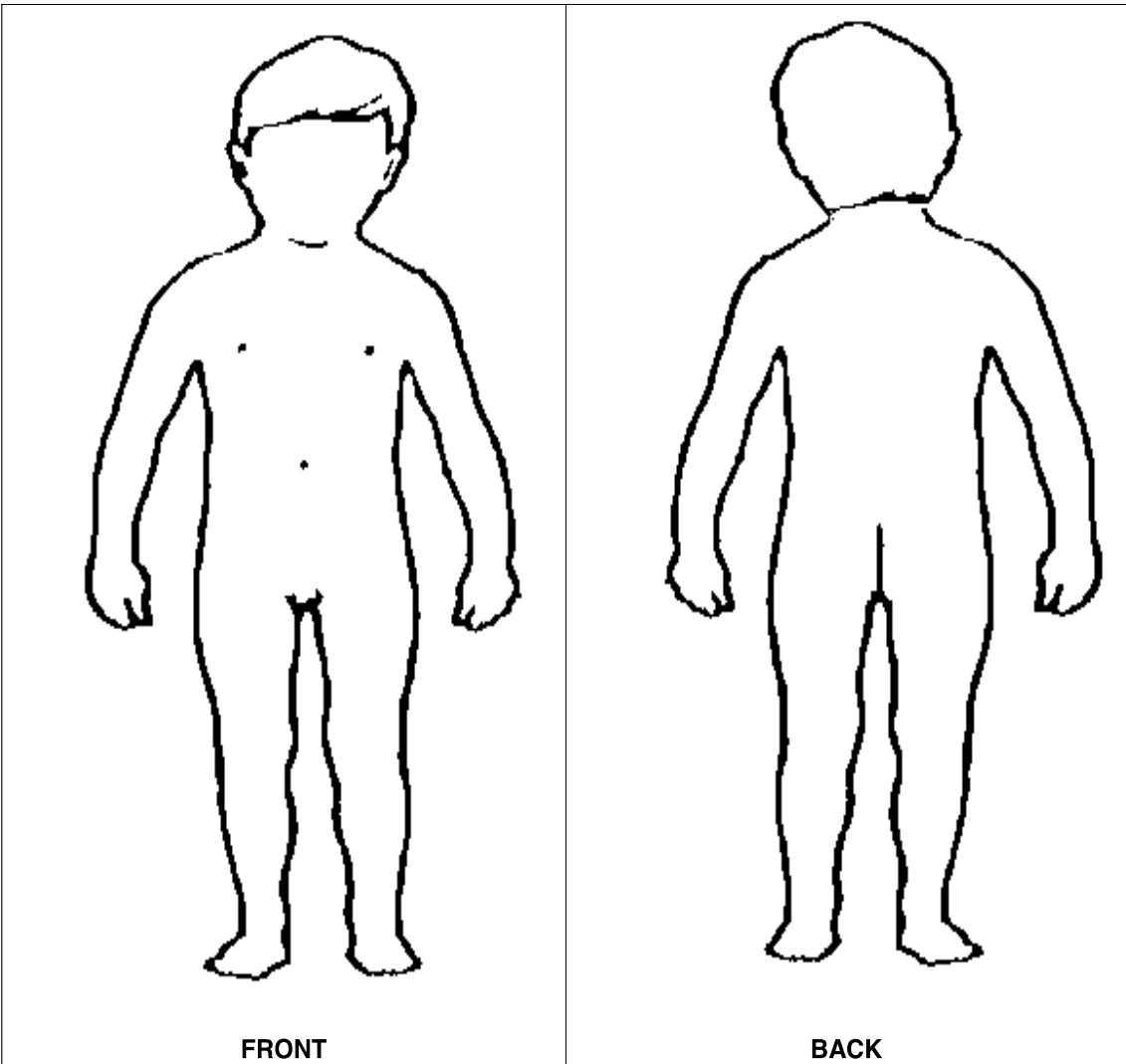
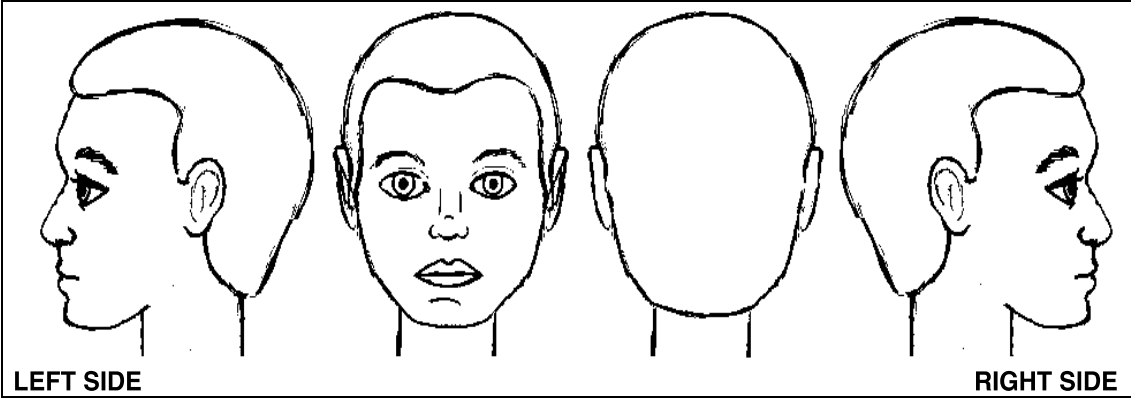
Date of disclosure: _____ Time: _____ Place: _____

Details:

Action Taken:

GROWING SAFETY – INJURY BODY MAP

NAME OF CHILD		DATE OF BIRTH	
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APPENDIX 3

MARAC Protocol – Blackpool Schools, 2021.

Rational

A MARAC (Multi Agency Risk Assessment Conference) is a meeting where information is shared on the highest risk domestic abuse cases between representatives for various agencies. Blackpool's MARAC meeting is held on a fortnightly basis, operating a rolling referral system and cases are listed to the first available MARAC, after initial referral.

Agencies share all relevant information they have about a victim. The representatives discuss options for increasing the safety of the victim and turn these into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim. The MARAC will also make links with other fora to safeguard children and manage the behaviour of the perpetrator. Many vulnerable, previously 'hidden', children who are living with domestic abuse are identified through the MARAC process. At the heart of a MARAC is the working assumption that no single agency, or individual can see the complete picture of the life of a victim, but all may have insights that are crucial to their safety.

a. Identification of High Risk cases – Blackpool Schools.

- Schools should screen for domestic abuse at the appropriate times and where abuse is disclosed. They should complete the Safelives DASH Risk Checklist, or Young Person version. (see appendix A and B)
- Cases where a victim scores 14 or more, or you as a practitioner have genuine concerns for the safety of a victim, should be referred to MARAC using a completed MARAC referral form, (appendix C) including a copy of the DASH to: maracreferrals@lancashire.polic.uk
- During this process schools/colleges should also identify any risks to children; or vulnerable adults living with the victim, or perpetrator and escalate where required via Blackpool Families Rock Request for Support Hub, 01253 477299 or Blackpool Adult Social Care : 01253 477592.
- All cases that meet the requirement for a MARAC referral should be referred to FCWA at the same time as submitting the MARAC referral to: idva@fcwa.co.uk
- Professionals need to consider if the police need to be informed of the incident.
- As the referring agency to MARAC your attendance will be required, to present the case to core MARAC members, to establish safety planning and level of risk.

b. Notification of MARAC cases – Blackpool Schools.

- School will be notified by a member of the Schools Safeguarding Team, (Laura Smy/Jeremy Mannino) of a case being heard at MARAC. Please note this information is highly confidential.
- Schools should update their safeguarding systems to flag and reflect a high risk case being heard at MARAC.
- Schools will be requested to complete a MARAC Research Form (see appendix D) which needs to be returned to the Schools Safeguarding Team.
- Schools should include the following information on the MARAC Research Form:
 1. **Childs full details and parents details**

2. Details of current attendance – provide %, including periods of significant absences.

3. Details of presentation, attitude, behaviour and general wellbeing.

4. Details of number of Encompass notifications

- Completed research forms will be shared with the MARAC Coordinator to support safety planning and establish level of risk.
- A MARAC action list will be shared with schools once cases have been heard at MARAC.