



# Child Protection and Safeguarding Policy

**Document Date: 3rd September 2018**

**Updated: 18th September 2019**

**Version: 4**

**Policy Reviewed and Adopted by**

**Governing Body: 29<sup>th</sup> October 2019**

**Date of Next Review: September 2020**

**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, race, culture, gender, 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 legally obliged to follow up any concerns they may have around child protection (this is recorded through our 'Safeguard' system).

**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 2018)
- 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 Prevent Duty (June 2015)

## 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](mailto:admin@hawes-side.co.uk) /Tel: 01253 402541

Named Governor for safeguarding is Mrs Julie McCartney

Contact by email: [admin@hawes-side.co.uk](mailto:admin@hawes-side.co.uk)

### **The Designated Safeguarding Lead (DSL):**

- Is appropriately trained
- Acts as a source of support and expertise to the academy community
- Has an understanding of BSCB procedures
- Keeps written records of all concerns, ensuring that such records are stored securely but kept separate from the pupil's general file
- Refers cases of suspected abuse to children's social care or police as appropriate
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a 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
- Attends and/or contributes to child protection conferences
- Coordinates the academy's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that the child protection policy is updated annually in liaison with the senior management team (SMT)
- Links with the nominated governor and Principal
- Keeps a record of staff attendance at child protection training
- Makes the child protection policy available to parents
- Reviews and monitors 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 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:**

- Ensures that the child protection policy and procedures are implemented and followed by all staff.
- Allocates 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.

- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensures that pupils' safety and welfare is addressed through the curriculum.

**All staff:**

- **It is a requirement that all staff working in the academy read Part 1 of 'Keeping Children Safe in Education' September 2019 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.**

## 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. Good practice includes:

- Treating others as you wish to be treated
- Involving pupils in decisions that affect them
- Being alert to changes in pupils' behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- 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 may have an increased risk of abuse. It is important to understand that this increase in risk is due more to social attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

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

- Disabled or have special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Parents who are incarcerated
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM) or forced marriage.

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

### **Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and emotional education lessons and through all aspects of academy life. Our approach is designed to help children think about risks they may encounter and, with staff, work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety.

Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about on line safety and approaches to tackling bullying. The academy continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and may result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link designated person who will keep all parties informed and be the central point of contact.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of help lines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

### **Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors.

Complaints from staff are dealt with under the academy's complaints and disciplinary and grievance procedures.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The academy's Whistle blowing Policy (see academy website) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors.

### **Allegations against staff**

When an allegation is made against a member of staff or volunteer, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff must be reported to the Principal.

The Principal will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO)

The Principal/DSL must contact the LADO without delay and provide the LADO with written confirmation if the allegation meets the following criteria:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he may pose a risk of harm if they work regularly or closely with children

The Principal should, as soon as possible, following briefing from the LADO inform the subject of the allegation.

If there is an allegation or concerns raised against the Principal, then the Chair of Governors will be contacted. The Chair of Governors for the Academy is Mrs Tracy Wilson, she can be contacted through the academy office on 01253 402541.

In the absence of the Chair of Governors, the Vice Chair will be contacted. The Vice Chair for the academy is Mrs Joanne Walsh, she can be contacted through the academy office on 01253 402541.

In the event of allegations or concerns against the Principal, the Chair of Governors (or the Vice Chair) will contact the LADO.

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

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

### **Staff training**

The Principal will undertake training on child protection at least every 2 years (statutory requirement).

The DSL and Designated Teachers will attend BSCB Level 2 'Working Together to Safeguard Children' training, and then undertake refresher safeguarding training at level 2 at least every 2 years (statutory requirement). The role of the designated teacher has a responsibility for promoting the educational achievement of children who are looked after and previously looked after.

Any newly appointed DSL will attend BSCB Level 2 'Working Together to Safeguard Children' training before taking lead responsibility for safeguarding.

The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every 3 years.

All members of staff will receive training on child protection at least once every 3 years (statutory requirement). Our academy recognises that staff training at 2 yearly intervals is recognised as good practice and will endeavour to meet this standard.

All new members of staff receive child protection training as part of their induction programme and are made aware of who the DSLs are within the academy. They are introduced to the 'Safeguard' system to further support this knowledge and understanding and shown how to use it to report any issues or concerns. The induction programme also includes explanations of various policies such as the behaviour policy, staff code of conduct and the safeguarding response to children who go missing from education (see section 'Children Missing From Education').

Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the academy policy as they occur.

Supply staff and other visiting staff will be given information regarding who the DSLs are in the academy along with how to report any concerns or issues; this information is also displayed around school for staff and pupils to access. They will also have access to the Child Protection and Safeguarding Policy on the academy website.

### **Safer recruitment**

Our academy endeavours to ensure that we do our utmost to employ 'safe' staff. At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). Our Academy will always ensure that there are sufficient numbers of suitably trained staff or governors in post.

Safer recruitment means that all applicants will:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- Be interviewed
- Academy requires that all agency staff provide the relevant safeguarding information; a check is made to ensure that the person presenting at the academy is the same person the agency has vetting check is for
- The prohibition from teaching check is carried out on anyone engaged in 'teaching work' and not just qualified teachers

All new members of staff will undergo an induction programme that includes familiarisation with the academy's child protection policy and identification of their child protection training needs.

### **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. Parents who are delivering or collecting their children must sign them in or out. All visitors are expected to observe the academy's safeguarding and health and safety regulations to ensure children in academy are kept safe.

### **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 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

### **Online Safety**

Our pupils increasingly use mobile phones, electronic devices and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, sexting to entice children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The academy's Online Safety Policy explains how we try to keep pupils safe in academy and can be supplied on request. 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.

Adults in the academy are only permitted to use their mobile phone in designated office areas.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in academy. Filtering systems are in place to effectively filter the internet without 'over blocking' and arrangements are in place to pro-actively monitor online usage. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and the children in upper KS2 have regular talks by the Local Authority's CSE Awaken Team. (See also Online Safety Policy).

### **Protection of Children and Staff in the Early Years**

The Positive Relationships theme of the EYFS states that 'children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person' (Statutory Framework for the EYFS). It is also noted that in 'Social and Emotional of Development (SEAD) – Guidance for Practitioners working in the Early Years', DCSF 2008, that 'Appropriate reassuring hugs and cuddles are an essential part of working with young children'. At Hawes Side Academy, we recognise this need for warm and caring relationships as they are essential to the emotional development of young children. Staff will always bear this in mind when applying the following and consider the appropriateness of any physical contact and the level of contact required.

- Staff should avoid being in a one-to-one situation in a closed environment
- If a child has had a toileting accident or been ill, then as far as possible they should be encouraged to clean and change themselves. If they are not able to do so, two members of staff should be present when the child is cleaned and changed. Parents are informed when they arrive to collect their child that their child has had a toileting accident/been ill and their clothes have been changed (also see the Intimate Care Policy).
- As far as possible, adults should supervise the toilet areas from the doorway, but it is recognised that they will sometimes need to go into the bathroom to assist children, e.g. with hand washing and drying. Time spent in bathrooms with children should be kept to a minimum.
- Children should be encouraged to put their own sun lotion on but if they are unable to do so then an adult can help. Any other creams should be dealt with as set out in the medical policy.
- First aid can be administered by an adult but if the injury is to an area covered by underwear then two adults should be present.

### **Safety of Adults and Staff at Hawes Side Academy**

Parents, visitors and staff are entitled to remain safe while in Hawes Side Academy therefore a Zero Tolerance Policy is in place. Inappropriate language threats or acts of aggression will not be tolerated. In these circumstances, the offending adult will be asked to leave the premises and the behaviour may be reported to the police. If, for safety reasons, it is deemed necessary the police will be asked to attend and resolve the situation.



## **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.

There are 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 (this used to be called Munchausen's Syndrome by Proxy, but is now referred to as fabricated or induced illness).

### **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.

### **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.

### **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 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)

## **Peer on Peer Abuse**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress and should never be tolerated or passed off as 'banter'. At its most serious

level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our tackling-bullying procedures. The subject of bullying is addressed at regular intervals throughout the curriculum. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Other safeguarding issues can manifest themselves in other peer on peer abuse situations:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or abuse the victim humiliation, distress or alarm.

### **Indicators of abuse**

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

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

### **A child who is being abused or neglected may:**

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing, e.g. swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss academy or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their academy work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that 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'

### **Private Fostering**

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a relative, including civil partnerships, where the child is to be cared for in that person's home for 28 days or more. There is a mandatory duty to inform the local authority of children in such arrangements; staff must inform the DSL of any such situations.

### **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**

Key points for staff to remember for taking action are:

- Report your concern to the DSL immediately or certainly by the end of the academy day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed

### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed; their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

If staff have any concerns about a child's welfare they should act on them immediately. Staff must use **Safeguard** to record any concerns and speak to a DSL. If the pupil does begin to reveal that they are being harmed, staff must follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they must discuss their concerns with the DSL. With regards to the Data Protection Act 2018 and General Data Protection Regulation (GDPR), if in any doubt about sharing information, the staff should speak to the DSL. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children (please see the document 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children Young People, Parents and Carers').

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets.

During their conversations with the pupils staff 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
- 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 the designated senior person. 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 ‘Safeguard’
- Seek support if they 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.

### **Referral to children’s social care**

The DSL will make a referral as soon as possible to children’s social care. The appropriate forms will be completed and sent at the same time as to the Duty and Assessment Team if it is believed that a pupil is suffering or is at risk of suffering significant harm (section 47) or it is a child in need (section 17). 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)

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the academy’s anti-bullying procedures where necessary. However, there will be occasions when a pupil’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the academy will work with other relevant agencies to maintain the safety of the whole academy community e.g. NSPCC. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil’s sexual behaviour must speak to the DSL as soon as possible.

### **Child Sexual Exploitation**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child’s physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### **Child Criminal Exploitation**

Child criminal exploitation is a widespread form of harm that is a ‘typical feature of county lines criminal activity’. This refers to drugs networks or gang grooming and exploiting children to carry drugs and money from urban to suburban

areas, rural, market and seaside towns. In such cases, a referral to the National Referral Mechanism should be considered. Key to identifying potential involvement in county lines are missing episodes from school.

### **Domestic Abuse (DV)**

Exposure to DV can have a serious, long lasting emotional and psychological impact on children. 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>

### **Female Genital Mutilation (FGM)**

There is a range of potential indicators that a girl may be at risk of FGM.

Signs and Symptoms of Female Genital Mutilation:

- 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

It is now a legal requirement for teachers to report concerns to the police.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

**Honour Based Violence (HBV)** is a term used to describe violence committed within the context of the extended family that are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim.

### **Children Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Academy staff should follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance (September 2016). For further information about how the academy deals with poor attendance and children regularly missing from education refer to the HSA Attendance Policy, at least two up to date contact numbers should be provided for each child.

### **Confidentiality and sharing information**

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

Staff must only discuss concerns with the designated senior person, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Record of concern forms and entries in the Child Protection Register and any other written information will be stored in a locked facility (Child Protection cupboard). Every effort will be made to prevent unauthorised access. Child protection information will be stored separately from the pupil's academy file and the academy file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data

Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal or DSL.

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

### **Record Keeping**

The completed forms/records will be kept for the duration of the child's academy career and where a child changes academy the forms/records will be forwarded to the Link Teacher at the receiving academy. The academy will retain a receipt for the records signed by the receiving academy. The information contained will be regarded as confidential. Any request for access to the information by non Blackpool Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Principal/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

***Staff must report all concerns through the Safeguard programme.***

### **Reporting directly to child protection agencies**

Staff must follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated senior person, designated person, the principal and the chair of governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the pupil's safety.

Related safeguarding file portfolio policies:

- Positive Handling
- Behaviour
- Personal and intimate care
- Complaints procedure
- Anti-Bullying
- Whistle blowing
- Special Educational Needs Policy
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary procedures.
- On line Safety/Responsible Internet Use
- Health and Safety/Site Security
- Medical Policy
- Attendance
- Equal opportunities

### **Important Contacts:**

NSPCC: 08088005000 [help@nspcc.org.uk](mailto: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

### **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.

## Appendices

### APPENDIX 1



#### CHILD PROTECTION FORM (In first instance please use Safeguard)

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	
---------------	--	---------------	--

