Child Protection and Safeguarding Policy

Introduction and Statement of Intent

At Hawes Side Academy, all staff and trustees 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, mental and emotional well-being of all pupils both inside and outside of the academy premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the well-being of pupils is at the forefront of all action taken. 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 teach pupils how to keep safe and recognise behaviour that is unacceptable.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice. We identify and make provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation. The procedures contained in this policy apply to all staff and trustees 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 and know how to follow up any concerns they may have around child protection. Staff know how to refer concerns to a DSL and record through our 'CPOMS' 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 a pupil are identified and contributing to interagency plans, which provide additional support to the pupil.

We create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children. We ensure that the principal and any new staff and volunteers are only appointed when all appropriate checks have been satisfactorily completed.

> **Safeguarding is everyone's responsibility. Everyone who works with children has a responsibility for keeping them safe. This policy applies to all staff, trustees 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 set out a clear and consistent framework for delivering this promise in line with safeguarding legislation and statutory guidance
- 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 due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
Legislation
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with a variety of school policies, including:

- Peer-on-Peer Abuse Policy
- Anti-Bullying Policy
- Online Safety Policy
- General Data Protection Regulation Policy
- Records Management Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Behaviour Policy

Roles and Responsibilities
Key personnel
Principal: Mrs Caroline Boothroyd
Vice Principal: (Vacancy)
Assistant Principal: Mrs Marianne Beckett
Assistant Principal: Mr Carl Sumner (Secondment)

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 Trustee for safeguarding is Mrs-Marianne Shaw
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
- acting as a source of support, advice and expertise for all staff on child welfare, 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, and/or support other staff to do so
- contribute to the assessment of children, and/or support other staff to do so
- be available during school hours for staff to discuss any safeguarding concerns (where the DSL is not available in-person, the DSL is to be available via telephone, videocall or other media)
- arrange, alongside the academy, adequate and appropriate cover for any activities outside of school hours or terms
- liaising with the 'case manager' and the designated officer(s) (LADO) at the local authority for child protection concerns in cases concerning staff
- understanding BSCB procedures
- keeping written records of all concerns, ensuring that such child protection records are kept up-to date, stored securely and only accessed by those who need to do so
- Refer cases:
    - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- notifying children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared
- 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
- ensure each member of staff has access to and understands the academy's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- work with the governing board to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- ensure the academy's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the academy may make referrals for suspected cases of abuse or neglect, as well as the role the academy plays in these referrals
- linking with the nominated trustee and Principal
- liaise with the Principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety
- liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the mental health lead where safeguarding concerns are linked to mental health
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - ensuring that the academy knows which pupils have or had a social worker
    - understanding the academic progress and attainment of these pupils

- maintaining a culture of high aspirations for these pupils
- supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT

- keeping a record of staff attendance at child protection training and its impact
- link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available courses and the latest local policies on safeguarding
- undergo training, and update this training at least every two years
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- reviewing and monitoring a list of vulnerable pupils 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 pupil 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 pupil, such as substance abuse, adult mental health problems or domestic abuse
  - has returned home to their family from care

The Designated Teacher

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

The Governing Board

The governing board has a duty to:
- take strategic leadership responsibility for the academy's safeguarding arrangements
- ensure that the academy complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the academy are effective and comply with the law at all times
- guarantee that the academy contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- confirm that the academy's safeguarding arrangements consider the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the academy's policies and procedures

- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- ensure that staff working directly with children read at least Part one of KCSIE
- ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children
- ensure a senior board level lead takes leadership responsibility for safeguarding arrangements
- appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- appoint one or more deputy DSLs and/or additional DSL to provide support to the SLT DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s)
- facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- where there is a safeguarding concern, ensure the child's wishes and feelings are considered when determining what action to take and what services to provide
- ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible
- ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or another trustee
- guarantee that there are effective and appropriate policies and procedures in place
- ensure all relevant persons are aware of the academy's local safeguarding arrangements, including the governing board itself, the SLT and DSL
- make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+
- ensure the academy has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- guarantee that volunteers are appropriately supervised
- make sure that at least one person on any appointment panel has undertaken safer recruitment training
- ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually
- certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors
- confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- guarantee that there are procedures in place to handle pupils' allegations against other pupils
- ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse
- guarantee that there are systems in place for pupils to express their views and give feedback
- establish an early help procedure and ensure all staff understand the procedure and their role in it

- appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training
- ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC
- introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
- make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements
- put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
- ensure that all members of the governing board have been subject to an enhanced DBS check
- create a culture where staff are confident to challenge senior leaders over any safeguarding concerns

The Principal
The Principal has a duty to:
- ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff
- provide staff with the appropriate policies and information upon induction
- allocate 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
- ensure 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
- ensure that pupils' safety and welfare is addressed through the curriculum

All staff:
All staff have a responsibility to:

- consider, at all times, what is in the best interests of the pupil
- maintain an attitude of 'it could happen here' where safeguarding is concerned
- provide a safe environment in which pupils can learn
- be prepared to identify pupils who may benefit from early help
- be aware of the academy's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- be aware of the role and identity of the DSL and deputy DSLs
- undertake safeguarding training, including online safety training, during their induction – this will be regularly updated
- receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually
- be aware of the local early help process and understand their role in it
- be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- support social workers in making decisions about individual children, in collaboration with the DSL
- be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected
- maintain appropriate levels of confidentiality when dealing with individual cases
- reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- speak to the DSL if they are unsure about how to handle safeguarding matters
- be aware of safeguarding issues that can put pupils at risk of harm

- be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm

Teachers, including the Principal, have a responsibility to:
- safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'

Definitions for the purpose of this policy

Child and Children refers to anyone under the age of 18.

Safeguarding and protecting the welfare of children is defined as:
- Protecting pupils from maltreatment
- Preventing the impairment of pupils' mental and physical health or development
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all pupils to have the best outcomes

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

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

Consent for the purposes of this policy is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Sexual violence for the purposes of this policy refers to the following offences as defined under the Sexual Offences Act 2003:
- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Sexual harassment for the purposes of this policy refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:
- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

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

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting') for the purposes of this policy is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, "indecent imagery" is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

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.

Pupils potentially at greater risk of harm

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

Pupils who need social workers
Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.
As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

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

Home-educated children
Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.
In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.
Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC ('Our Children')
Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.
The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

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

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

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

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

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

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 of any pupil who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 school days or more.

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

Mental health

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

Peer on Peer Abuse

For the purposes of this policy, peer on peer abuse is defined as abuse between children. The academy has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in this policy's statement of intent.

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

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

Peer on peer abuse can take many forms, including:

- **Bullying**, including cyberbullying and prejudice-based or discriminatory bullying.
- **Abuse** in intimate personal relationships between peers.
- **Physical abuse** such as hitting, kicking, shaking, kicking, biting, hair pulling or otherwise causing physical harm. It may include an online element which facilitates, threatens and/or encourages physical abuse.
- **Sexual violence** such as rape, assault by pentation, ~~and~~ sexual assault or causing someone to engage in sexual activity without consent.
- **Sexual harassment** which is the unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. comments and inappropriate sexual language, remarks or jokes
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting')** including pressuring others to share sexual content
- **Initiation and hazing-type violence and rituals,** used to induct newcomers into groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond, and may also include an online element
- **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

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

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

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

The school's procedures for managing allegations of peer-on-peer abuse are outlined in this policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Exclusion Policy, where relevant.

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 academy 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 academy 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 academy will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2021.

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

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

- Increased absence
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm

- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:
- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

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

Cyber-crime

For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:
- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

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

Child Criminal Exploitation (CCE)

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:
- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:
- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.
School staff will be aware of the indicators that a pupil is the victim of CCE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.

- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

County lines

For the purposes of this policy, "county lines" refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.
As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:
- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Child Sexual Exploitation (CSE)

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

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

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
School staff will be aware of the key indicators that a pupil is the victim of CSE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.

- Becoming pregnant.

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

Modern Slavery

For the purposes of this policy, "modern slavery" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting' and youth produced sexual images)

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos as a safeguarding concern.

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

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

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:
- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.

- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school's network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:
- Never copy, print, share, store or save them as this is illegal – if this has already happened, they will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the principal.
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the principal or a member of the SLT.
- Make sure viewing takes place with another member of staff present in the room, ideally the principal or a member of the SLT. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the principal's office or a member of the SLT's office.
- Make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-peer Abuse procedures as detailed in this policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL will escalate the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil and their family to report imagery to sites on which it has been shared and will reassure them of the support available.

Online Safety and personal electronic devices

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks and how to stay safe online through a broad and balanced curriculum, 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.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

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

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

Domestic abuse

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

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

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

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 academy 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.

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

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

Indicators that FGM has already taken place include:
- Difficulty walking, sitting or standing
- Spending a longer period of time in the bathroom
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

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. Teachers failing to report such cases may face disciplinary action.

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

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 in the UK.

Our staff are alert to the indicators, to include the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

If staff are concerned that a child may be at risk of forced marriage, they will speak to a DSL, who will follow local safeguarding procedures, which could include referral to CSCS, the police or the Forced Marriage Unit.

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

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

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

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. All members of staff will be trained to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent Duty

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

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

Allegations against staff

If an allegation is made against a member of staff, including supply staff, volunteers and contractors our set procedures must be followed. Please see the full procedure for managing such allegations are set out in Part Four of Keeping Children Safe in Education 2021 and below.

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

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

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

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 Trustees. See the academy's Whistleblowing 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.

Safer recruitment

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

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

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

The trustee board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

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

Staff suitability

We take steps to ensure that staff and volunteers working in the academy are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

A disqualified person will not be permitted to work in the academy, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

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

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single Central Record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. All members are also recorded on the SCR.

The following information is recorded on the SCR:
- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

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

Written confirmation that supply agencies have completed all relevant checks will also be included. The details of an individual will be removed from the SCR once they no longer work at the school.

Staff training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation.
The induction training will cover:
- The Child Protection and Safeguarding Policy.
- The Peer-on-peer Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behavioural Policy.

- Appropriate child protection and safeguarding training, including online safety training and children missing in education.
- Information about the role and identity of the DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep 'Our Children' (LAC and PLAC) safe.
- CCE.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
The DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:
- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

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 the academy are kept safe.

Parents who are delivering or collecting their children outside of the normal drop off and collection academy hours 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.

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 'CPOMS'

KCIES 2021 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:

- Bruises, bleeding, burns, bites, fractures or other injuries
- Signs of pain or discomfort
- Keeping 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
- Acquiring 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 trustees are not available and a referral is required immediately.

Multi-agency working

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

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

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

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

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

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.

- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.
- The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
- Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Communication and Confidentiality

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

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

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

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

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

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 care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 (or 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:
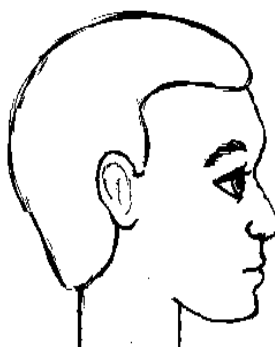
Date of disclosure: _____ Time: _____ Place: _____

Details:
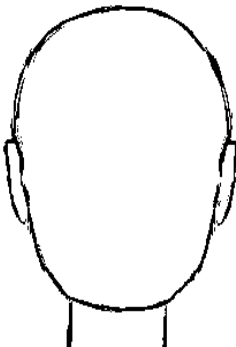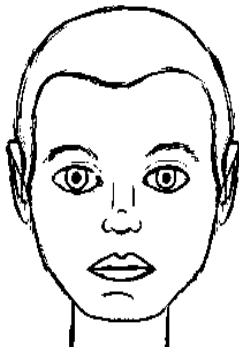
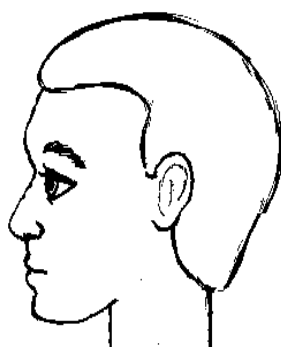Action Taken:

APPENDIX 2 (in first instance please use CPOMS)

GROWING SAFETY – INJURY BODY MAP

NAME OF CHILD		DATE OF BIRTH	

LEFT SIDE   **RIGHT SIDE**

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 academys 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 academys 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.