

Our Safeguarding and Child Protection Policy



Sept 2020
To be reviewed Sept 21

Policy Review

This policy will be reviewed in full by the *Governing Body* annually.

It is due for review in September 2021.

Signature..... Date:

Headteacher - Keith Berry

Signature..... Date:.....

Chair of *Governors* - Susan Fielder

Contact details

Park Community Academy main office - 01253 764130

Keith Berry - Headteacher and Gill Hughes Deputy Head Teacher

Chair of *Governors* - Susan Fielder

Child Protection Governor - Mrs Gina Whiteley

Liz Jackson is our Children and Family Support Manager

Martin Mooney is our Children and Family Support Worker

Kristy Emsley is our Designated Teacher for Looked After and Previously Looked After Children

Children's Social Care duty (Blackpool) - 01253 477299

Children's Social Care duty (Lancashire) - 0300 123 6720

Adult Social Care duty (Blackpool) - 01253 477592

Adult Social Care duty (Lancashire) - 0300 123 6721

Allegations manager - Billy Evans- 01253 478128

<http://procedures.com/panlancs/scb/>

<https://www.blackpoolscb.org.uk>

NSPCC Whistleblowing Helpline - 0800 028 0285

CONTENTS

4. Introduction
 - Policy statement and principles
 - Safeguarding legislation and guidance
4. Roles and responsibilities
4. Child protection procedures
5. Recognising abuse
6. Domestic Abuse
7. Mental Health
7. Child sexual exploitation
8. County lines
8. Female genital mutilation
9. Honour based violence
10. Preventing radicalisation
10. Peer on peer abuse
11. How to report concerns (flow chart)
 - Dealing with allegations
11. Early help
12. Attendance
12. Children missing from education
12. Helping children to keep themselves safe
12. Special Educational Needs
13. Record keeping
13. Confidentiality and information sharing
13. Virtual school
13. Allegations against staff
13. Staff training

14. Safer recruitment
15. Appendix 1 - Flow chart for raising safeguarding concerns about a child
15. Appendix 2 - Relevant Documents

INTRODUCTION

Park Community Academy admits pupils aged 3- 19 who have a range of Special Educational Needs. The Governors and staff of Park Community Academy aim to provide the highest quality of educational provision for all pupils in a caring, safe and secure environment, where children are respected and valued. This is central to the ethos of the school.

At Park Community Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

The DSL is responsible for safeguarding and child protection at Park Community Academy. The key role of the DSL is to:

- Manage referrals from school staff or any others from outside the school
- Work with external agencies and professionals on matter of safety and safeguarding
- Undertake training
- Raise awareness of safeguarding and child protection amongst the staff and parents
- Ensure that child protection information is transferred to the new pupil's school

Child Protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Child Protection Procedures

At PCA we follow the policies and procedures generated by Blackpool Local Safeguarding Children Board - <http://www.blackpoolsafeguarding.org.uk/>

Blackpool Child Protection Procedures

The Pan-Lancashire Child Protection Procedures:

<http://panlancashirescb.proceduresonline.com/>

All staff at PCA must be aware of the systems which support safeguarding. The safeguarding and child protection procedures are shared at staff induction.

Recognising abuse

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

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: 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.

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

Sexual abuse: 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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born; neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can include psychological; physical; sexual; financial; and emotional. All children can witness and be affected by domestic abuse in their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Mental Health

All staff at Park Community Academy are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Park Community Academy will promote positive health, wellbeing and resilience amongst our pupils.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

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

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power - physical, emotional or financial - or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks - often between towns and cities - and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Child criminal exploitation (CCE): county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl

Honour-based Violence

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Peer-on-peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), upskirting (taking photos under clothing without permission or knowledge), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer

abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Park Community Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Children who are privately fostered

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their home, with the intention that it should last for 218 days or more.

On admission to Park Community Academy we will take steps to verify the relationship of the adults to the child who is being registered.

If we become aware of any such situation there is a mandatory duty to inform the Local Authority on 01253 477299.

How to report concerns

If staff members have concerns about a child they should report the concern verbally to the designated lead or family support team as soon as possible. The designated lead or family support team will advise the member of staff reporting the concern of any further actions they may need to take. Concerns should be promptly recorded on the electronic system.

See Appendix 1 - Flow chart for raising concerns about a child

Early Help

All staff are prepared to identify children who may benefit from early help and understand their role in the process. Early help means providing support as soon as a

problem emerges at any point in a child's life. The staff at Park Community Academy are committed to multi-agency working to support the 'Early Help Assessment Process'. In the first instance staff should discuss early help requirements with the designated safeguarding lead and the family support team. Staff may be required to support in an early help assessment and referral to multi-agencies.

Attendance

We recognise that good attendance is important to the well-being of all our pupils and enables them to access the opportunities available to them at school. Attendance is monitored daily and we work closely with Pupil Welfare Service when the patterns of attendance are of concern.

Children Missing From Education

All children, regardless of their circumstances are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local Authorities have a duty to establish, so far as it is possible to do so, the identity of children of compulsory age who are missing from education in their area.

Helping children to keep themselves safe

At Park Community Academy children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how these risks might be reduced or managed. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about anything that worries them.

Special Educational Needs

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

Extra care should be taken to interpret correctly apparent signs of abuse or neglect. Indications of abuse of those children should be reported exactly as for other children, according to the locally established procedures.

Where abuse is suspected, pupils who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills. Designated teachers should work with SEN Co-ordinators to identify pupil's communication needs.

Physical contact may be a necessary part of teaching some pupils with SEN, for example visually impaired children or those with profound and multiple learning difficulties.

Record keeping

Well-kept records are essential to good child protection practice. Staff have been informed about the need to record any concerns held about a pupils within our school, the status of such records and when these records will be shared with other agencies. Discussions and decisions made and the reasons for those decisions are also recorded in writing.

Written records concerning child protection are stored in a locked cabinet. The Designated Lead will ensure that staff are informed of the contents of reports and other confidential issues on a need-to-know basis, although the overriding principle is the safety of pupils.

Confidentiality and Information Sharing

Personal information about children and families held by professionals and agencies is subject to a legal duty of confidentiality.

Information sharing is vital to safeguarding and promoting the welfare of children and young people <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Virtual School

The Virtual School is a way of thinking about all children in Blackpool's care as if they belonged to one school., with one head being responsible for monitoring (though not providing) their education in terms of attendance, attainment and participation for our children aged 5 - 16.

Allegations against teachers and other members of staff (including volunteers)

At Park Community Academy staff are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the head teacher without delay. Any concerns about the head teacher should go to the Chair of Governors - Susan Fielder who can be contacted via email - rsjf17@talktalk.net or on 07895 023050.

Staff Training

Induction and training is taken in line with advice from Blackpool Safeguarding Children's Board.

All staff, volunteers and governors receive appropriate safeguarding and child protection.

The key training elements at PCA are: -

Induction Training - mandatory for all staff

Designated Safeguarding Leads - attend training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals, at least annually.

All other staff at PCA receive regular safeguarding and child protection updates as required, at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

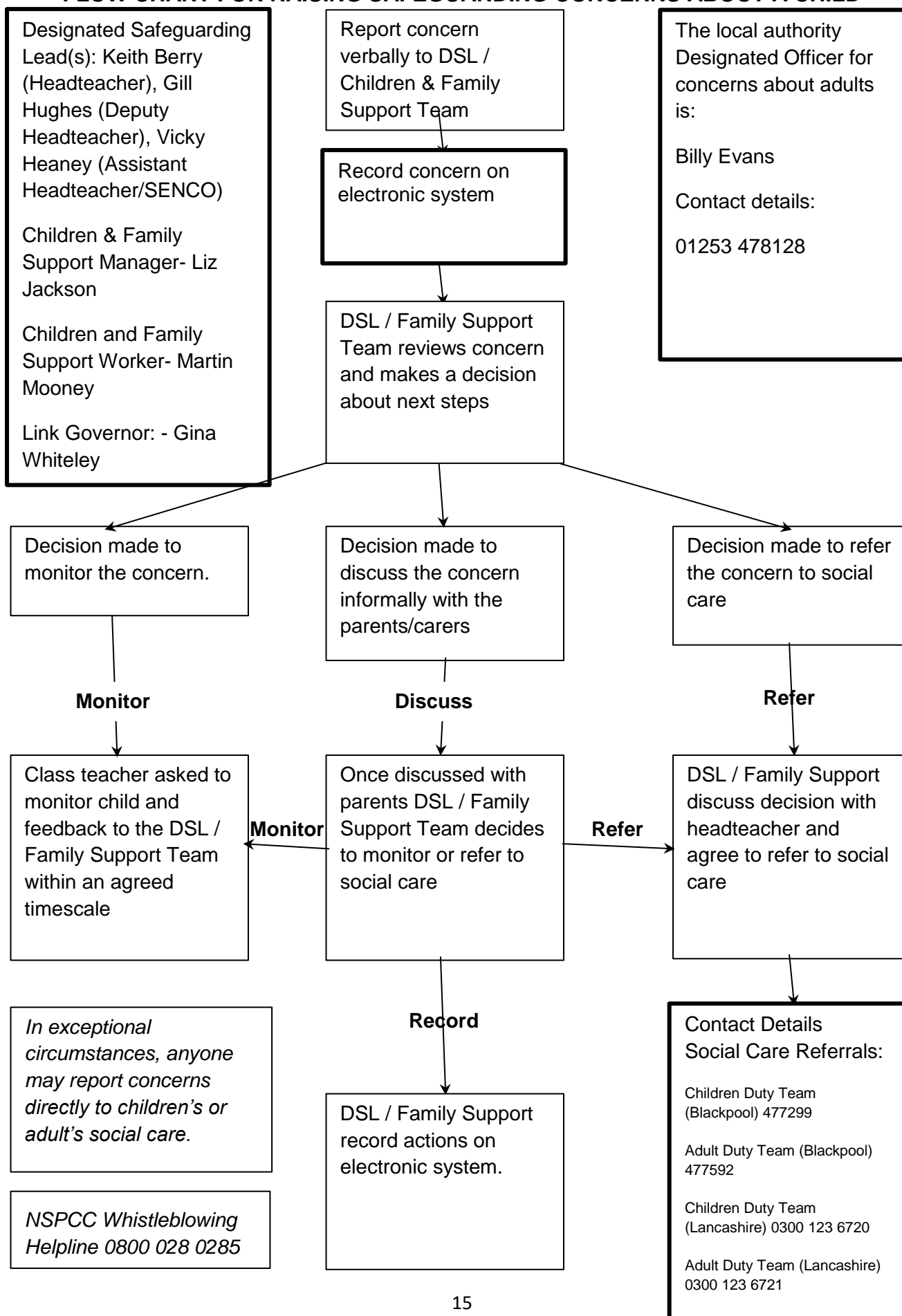
Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Induction and training is taken in line with advice from Blackpool Safeguarding Children's Board. Support materials for all staff and the BSCB policies and procedures are available on BSCB's website: <http://www.blackpollscb.org.uk>

Safer Recruitment

At PCA we are committed to the safer recruitment practices outlined in Safer Safeguarding Children & Safer Recruitment in Education 2011 and Keeping Children Safe in Education 2020.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Relevant Documents

Relevant documents can be found at

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Preventing neglect, abuse and exploitation

Working together to safeguard children

Childhood neglect: training resources

Safeguarding children and young people from sexual exploitation

Safeguarding children in whom illness is fabricated or induced

The right to choose: multi-agency statutory guidance

What to do if you suspect a child is being sexually exploited

Child abuse concerns: guide for practitioners

Keeping children safe in education and other settings

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Supervision of activity with children

Protecting children from radicalisation: the prevent duty

Secure children's homes: how to place a child aged under 13

School security

Drugs: advice for schools

Safeguarding disabled children

Safeguarding disabled children

Runaway and homeless children

Children who run away or go missing from home or care

Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

Gang activity

Safeguarding children and young people affected by gang activity

Cross-border child protection

Cross-border child protection cases: the 1996 Hague Convention

Safeguarding children who may have been trafficked

Care of unaccompanied and trafficked children

Find help to get your child back from abroad or arrange contact

Social workers' standards

Knowledge and skills statements for child and family social work

Information sharing advice for safeguarding practitioners
Directors of children's services: roles and responsibilities
Step Up to Social Work: information for applicants
Tell Ofsted about a serious childcare incident: online form for local authorities

Munro review

Munro review reports

Consultations

Reporting and acting on child abuse and neglect

Research and statistics

Statistics: child death reviews

Safeguarding children research

Statistics: children in need and child protection