



Safeguarding and Child Protection Policy

FROM SEPTEMBER 2022

Aquinas Church of England Education Trust





Policy control			
Title		Safeguarding and Child Protection [Trust]	
Responsibility		Chief Executive	
Review body		Trust Board	
Suite		Education	
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V1	01/09/22	SMU	KCSIE Update
V2	01/12/22	SMU	Reissued in house style with no material changes
V3	26/5/23	KMa	Updating of contacts within school



Safeguarding and Child Protection [Trust]

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Statement of Intent

Aquinas Church of England Education Trust (the Trust) is committed to a moral and statutory responsibility to safeguard and promote the welfare of all learners. It acknowledges the duty placed on it to exercise its functions with a view to safeguarding children who are learners at its academies by virtue of section 157 of the Education Act 2002 and section 40 of the Childcare Act 2006.

The Trust acknowledges:

- The important role it and the Trust's academies play in the wider safeguarding system for children and young people.
- That safeguarding and promoting the welfare of children and young people is everyone's responsibility.
- The best interests of the child or young person are paramount.

The implementation of this policy applies to all staff, trustees, members of Aquinas Advisory Councils, volunteers, visitors, students, and anyone working on behalf of the Trust. The purpose of this policy is to:

- Develop a culture of child protection at all academies whereby all staff and volunteers appreciate that the safeguarding of children is everyone's responsibility.
- Protect children and young people who attend a Trust academy.
- Provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

The Trust believes that a child or young person should never experience abuse of any kind whether inflicted by an adult or child.

The Trust has a responsibility to promote the welfare of all children and young people and to keep them safe. Children who are and feel safe make more effective learners. We



endeavour to provide a safe and welcoming environment where children are respected and valued. The Trust is committed to practising in a way that protects them. Each academy will ensure that the welfare of learners is given paramount consideration when developing and delivering all academy activities. The Trust acknowledges that in an evolving social environment, abuse can come from many sources and take many forms, particularly in relation to child-on-child abuse of which sexual violence and harassment between children is an element. The Trust endeavours to promote a child centric approach to safeguarding which acts in the best interests of the child taking their views into account where possible.

1. Legal framework

The policy has been drawn up based on the law and guidance that seeks to protect children, namely:

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (2022)
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers; HM Government 2018.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018 as updated in December 2020.
- Education Act 2002 (as amended).
- The Children (Private Arrangements for Fostering) Regulations 2005
- Common Assessment Framework for Children and Young People 2007.
- Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).



- Local Safeguarding Children's Partnership interagency child protection and safeguarding procedures
- Use of Reasonable Force – DfE Guidance (2013)
- Children missing education Statutory guidance for local authorities (2016)
- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)
- Coronavirus (COVID-19): safeguarding in schools, colleges, and other providers.

Policies relating to safeguarding and child protection

This policy is one of a series in the Trust's integrated safeguarding portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Academy Admission Arrangements
- Allegations of abuse
- Child Looked After
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Relationship, Health, and Sex Education
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of medicine and first aid
- Attendance
- Appropriate physical contact including restraint.
- Behaviour including anti-bullying.
- Child Looked After
- Child Protection
- Complaints



- E-safety and acceptable use
- Health and safety procedures
- Lettings
- Missing children
- Personal and intimate care
- Photography of children and young people
- Relationships Education and Relationships and Sex Education
- Remote Education
- SEND

The policies are supported by the Trust's Employee Handbook, Employee Code of Conduct and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

Key roles are specified including the role of the designated safeguarding officer as detailed in the Child Protection Policy at **Appendix A** and as implemented by all Trust academies.

2. Principles

Safeguarding is defined in Working Together to Safeguard Children 2018 as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The Trust recognises that:

- The welfare of the child is paramount as enshrined in the Children Act 1989.
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their carers, and other agencies is essential in promoting young people's welfare.

The Trust seeks to keep children and young people safe by:

- Valuing them, listening to, and respecting them.
- Ensuring that Trustees have appropriate safeguarding training to enable them to challenge and quality assure safeguarding across the Trust, with a lead Trustee to



strategically monitor safeguarding and forge links with the relevant member within the Aquinas Advisory Councils (AAC).

- Ensuring that each academy appoints a Designated Safeguarding Lead (DSL) for children and young people, a deputy, and a lead trustee responsible for safeguarding.
- Requiring each academy to have a child protection policy and safeguarding practices in place which include effective e-safety and practices which consider all forms of child-on-child abuse.
- Requiring each academy to have effective management for staff and volunteers through supervision, support, training, and quality assurance.
- Ensuring that staff and volunteers are recruited safely with all the necessary checks having been made.
- Requiring each academy to have effective and professional procedures in place for the recording and storing of information securely together with sharing information about safeguarding and good practice with children, their families, staff, and volunteers.
- Requiring safeguarding procedures to be used to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- Using procedures to manage any allegations against staff, supply staff, contractors, and volunteers appropriately.
- Requiring each academy to create and maintain an anti-bullying environment and ensuring that there is a policy and procedures in place to deal effectively with any bullying that may arise.
- Requiring each academy to create and maintain an environment where all pupils are valued and respected; where positive behaviour for learning is encouraged and negative behaviour managed.
- Ensuring that each academy has a complaints policy and follows the Trust whistleblowing policy.
- Requiring that each academy provides a safe physical environment for children, young people, staff, and volunteers by applying the academy's health and safety procedures in accordance with the Trust health and safety policy, current health and safety legislation and regulatory guidance.
- Requiring each academy to have in place a programme for raising awareness of safeguarding issues for pupils and parents.
- Requiring each academy to have in place processes that identify and deal with child-on-child abuse with the necessary training for all staff.
- Requiring each academy to have in place a programme for relationship and sexual education which promotes healthy and fulfilling relationships within school and outside school in compliance with the DfE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education.



- Requiring each academy to educate children and young people, based on their needs and context, on how to keep themselves safe from harm in any environment including online.
- Ensuring safeguarding information is kept confidential and only shared where it is necessary in accordance with the Trust's data protection policy. However, fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Requiring each academy to have policies and processes in place to ensure that external organisations that operate activities for children do so in line with government safeguarding guidelines.

3. Roles and responsibilities

The Trustees are responsible for safeguarding and child protection at all Trust academies. The responsibility has been delegated to the headteacher of each academy (references to headteacher includes Executive Headteacher and Head of School as relevant) with the Chief Executive Officer, the Trust's Education Team overseeing this work.

To comply with their overarching responsibility for safeguarding, Trustees have agreed a safeguarding and child protection policy which all academies must adopt and implement as found at **Appendix A**. Trustees have also approved a safeguarding strategy which continues to create a whole Trust approach to safeguarding. The Trustee responsible for safeguarding oversees this policy and strategy and meets with the Trust's executive to ascertain the efficacy of safeguarding across the Trust and the delivery of the strategy. This is reported to all Trustees through the work of the Educational Scrutiny Committee.

Delegation to headteachers is subject to directions by the Trust in cases of critical incident emergencies detailed below.

Headteacher

The **headteacher** will ensure that:

- The academy has safeguarding procedures in place that are in accordance with current legislation and statutory guidance issued by the Department for Education (DFE), locally agreed inter-agency procedures, and must refer to the publication 'Keeping children safe in education' and 'Disqualification under the Childcare Act 2006' June 2016, or such other statutory or guidance documentation which from time to time the DFE shall stipulate.
- The academy has a safeguarding and child protection policy as detailed at **Appendix A**. The academy's child protection policy is subject to directions by the Trust in cases of critical incident emergencies detailed below.



- The academy annually reviews its safeguarding procedures and child protection policy in liaison with the Trust's safeguarding representatives. The academy may use the Local Authority's safeguarding audit tool to assess the quality of its processes.
- The academy has an appointed DSL who is suitably trained and resourced with the appropriate job description.
- All policies and procedures within the safeguarding suite are understood, implemented, and followed by all staff.
- The academy has the necessary policies dealing with behaviour, bullying, relationships, and safety: physically, mentally and e-safety.
- Annual training and regular updates are provided for all staff and AAC members including timely induction for new staff and AAC members as follows:
 - All staff in Bromley academies will do the safeguarding modules on the ME platform.
 - All staff in Rye academies will do the safeguarding training on the Flick platform.
 - Schools will supplement this training through the DSL providing face to face training at the start of the academic year which will be scenario based and it will be followed by a quiz, available on the School Bus, to gauge knowledge.
 - Supply staff and trainee teachers– Agency/ training body must provide confirmation that supply staff/ trainee teachers have had safeguarding. Before supply staff/ Trainee teachers begin their role at the academy, they must be advised of the academy's process for reporting concerns and the identity of the DSL and DDSLs. Where such confirmation is not provided by the agency or training body, then the academy must provide the annual training detailed above.
 - AAC Members to read Part 1 of KCSIE and the ME/ Flick training modules depending on which academy the AAC member belongs to.
 - Volunteers are provided with the safeguarding leaflet and details of DSL and DDSLs.
 - New staff - Safeguarding training is provided on induction and must be in place before staff take up their roles. The training for new staff is the same as for all existing staff.
- The academy operates safer recruitment procedures in accordance with the Trust's safer recruitment policy making sure that all appropriate checks are carried out on staff and volunteers who work with learners or who have regular contact with them. The academy shall maintain a single central record of the required safer recruitment checks.
- The academy has procedures for dealing with allegations of abuse against staff, supply staff, contractors and volunteers that comply with guidance from the government and Local Authority and locally agreed inter-agency procedures. These include procedures in place to report a low-level concern and to make a referral to



the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse Against Staff Policy. The Chief Executive Officer shall be responsible for liaising with the relevant Local Authority and/or partner agencies in the event of allegations of abuse being made against the Headteacher.

- Sufficient time and resources are allocated to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the academy's whistle blowing procedures.
- All staff sign to indicate that they have read and understood safeguarding suite of policies and procedures and have read 'Keeping Children Safe in Education' part one.
- Learners' safety and welfare is addressed through the curriculum and particular the Relationships Education, Relationships and Sex Education and Health Education curriculum.
- All staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. They are kept up to date through annual training and regular updates during the academic year. Where a form of abuse increases in prevalence such as that which takes place online, criminal exploitation and child on child abuse or sexual violence and harassment between children and young people, additional training is provided to staff. Temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities. The academy remedies, without delay, any deficiencies, or weaknesses regarding child protection arrangements.
- The safeguarding and child protection policies and procedures are made available to parents and other stakeholders on the academy's website and on request.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protection principles as detailed in the Trust's data protection policy.
- The academy complies with its legal duty to provide support to privately fostered pupils, staff understand private fostering and how to identify a child who may be privately fostered, and such cases are reported to the Local Authority when it is known to them.



- The academy has a programme to educate children and young people, based on their needs and context, on how to keep themselves safe from harm in any environment including online.
- The academy implements the requirements of the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and complies with the Trust policy, thereby ensuring that children and young people are respectful of each other and can build positive and healthy relationships.
- The academy monitors the safety and wellbeing of pupils not attending due to absence of any kind in particular those pupils considered vulnerable.
- There is a letting policy and process which ensures that external organisations that hire of school premises operate in accordance with safeguarding guidelines.

Designated Safeguarding Lead (DSL)

- A senior member of staff is designated to take lead responsibility for child protection and safeguarding, providing advice and support to other staff, liaising with the Local Authority Designated Officer (LADO), and working with other agencies. The DSL need not be a teacher but must have the status and authority within the academy management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. A deputy (DDSL) should be available to act in the designated person's absence or where the academy is a large establishment.
- Both the DSL and DDSL have job descriptions detailing their roles and these are separate to any other position they hold within the academy.
- The DSL will have the requisite training on all forms of abuse as detailed in the academy's safeguarding and child protection policy in **Appendix A**. The DSL will undertake refresher training at two yearly intervals to keep his/her knowledge and skills up to date. This training will encompass the local authority's full safeguarding training at least every other time.
- In addition to child protection training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by the Local Safeguarding Children's Partnership (LSCP). and
- The DSL and DDSL will work with and contribute to the work of the three safeguarding partner arrangements.
- The DSL and DDSL will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. The DSL should be guided by the NPCC guidance 'When to call the police' when considering to calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



- The DSL reports and securely stores records of all concerns and makes referrals to other agencies in accordance with policy guidance.
- When a learner arrives in an academy or leaves the academy the DSL makes sure that information is communicated effectively.
- The DSL develops effective links with relevant statutory and voluntary agencies and attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- The DSL understands the unique risks associated with online safety and has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- The DSL can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- The DSL liaises with the headteacher (where the role is not carried out by the headteacher) as appropriate.
- The DSL will provide training and support to the staff at the academy to deal with all matters of a safeguarding nature and will report regularly to the headteacher where relevant.
- The DSL will ensure appropriate safeguarding processes are in place and will review their effectiveness and amend accordingly.
- The DSL will keep abreast of changes to safeguarding guidance and national recommendation such as child on child abuse and in particular sexual violence and harassment between children and young people.
- The DSL will support those responsible for hire of school premises to ensure that all third-party organisations providing activities for children do so in accordance with required safeguarding measures in place.

Trust Staff

All staff, including supply and students, have a duty to ensure the safety and protection from harm of children and young people in their care. To do so, staff must:

- Undertake the necessary safeguarding and child protection training as required by the Trust and/or academy.
- Familiarise themselves with KCSIE, the academy's safeguarding and child protection policy and related policies as detailed in the academy's safeguarding and child protection policy.
- Report all causes of concern, however minor, to the relevant DSL in accordance with the procedures detailed in the academy's safeguarding and child protection policy and as elaborated on in the safeguarding training.



- Report all allegations of abuse against an individual in accordance with the Trust's Allegations of abuse policy.
- Keep confidential personal data regarding a child, young person, or another member of staff except where the disclosure is to DSL/ headteacher, and the disclosure is necessary for safeguarding reasons.
- Be aware that children and young people may not know or feel ready to make a disclosure. Thus, staff must determine how to build trusted relationships with children and young people and be vigilant and professionally curious, reporting all concerns to the DSL.

4. Critical incidences emergencies

In the case of critical incidence which results in:

- National emergency such as war, natural disaster or health epidemic or pandemic.
- Closure of an academy following Government direction, public health advice or otherwise; and/or
- Processes, detailed in the Trust's safeguarding policy and the academies' child protection policy, having to be altered due to Government or Local Authority direction.

The Trust and its academies will follow the Critical Incident Emergency Appendix annexed to this policy, to deal with the applicable critical incident insofar as it varies the Trust's safeguarding policy and the academies' child protection policy.

5. Review and reporting

In recognition of the Trust's responsibility:

- Safeguarding data will be provided to the Trust by the academy as and when requested. The Trust will also audit each academy's safeguarding processes on an annual basis.
- The Trust's Secondary Lead will liaise with the academies to ensure that legislative changes and reporting requirements are implemented.
- The Trust's Secondary Lead will provide a half termly report to the Trustees responsible for safeguarding.
- A member of the AAC will be requested to keep a watching brief on safeguarding and child protection at all times by liaising with the DSL. Child protection and safeguarding issues are recurrent items on every main meeting of the AAC.
- The safeguarding policy and procedures are reviewed annually.

Each learner's welfare is of paramount importance and the Trust acknowledges that some learners may be particularly vulnerable or at risk. It further recognises that learners who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way, and that some learners who are experiencing



difficulties may harm others physically or emotionally. The Trust therefore requires each headteacher to always take a considered and sensitive approach in such situations to ensure the support for all our learners.

6. Monitoring

The Trust will, as a part of its internal audit processes, audit each academy to ensure that the academy has complied with the requirements of this policy and the responsibilities delegated to it.

The next scheduled review date for this policy is September 2023.



Appendix A

Policy control	
Title	Safeguarding and Child Protection – Rye Community Primary School (Academy).
Designated Safeguarding Lead (DSL)	Kelly Martin
Deputy Designated Safeguarding Lead (DDSL)	Lisa Nice, Alison Homewood, Fran Brassleay, Suzie James, Vicky Isted.
SENCO	Lisa Nice
Senior Mental Health Lead	Alison Homewood
Academy responsibility	Headteacher, DSL and DDSL
Trust responsibility	Chief Executive and Secondary Lead
Review body	Trust Board
Approval date	September 2022
Review date	September 2023



Safeguarding and Child Protection [Academy]

Overview

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3. [Child protection statutory framework](#)
4. [Relevant trust and academy policies](#)
5. [Categories of harm](#)
6. [Early Help and the Common Assessment Framework \(CAF\)](#)
7. [Child Protection Plan \(CPP\) and a Child in Need \(CHIN\)](#)
8. [Children with specific characteristics](#)
9. [Roles and responsibilities](#)
10. [Reporting concerns](#)
11. [Working in partnership](#)
12. [Confidentiality](#)
13. [Communication with parents](#)
14. [Record keeping](#)
15. [Allegations of abuse](#)
16. [Safer recruitment](#)
17. [Use of school premises for non-school activities](#)

Appendix 1: [Signs and indicators of the categories of abuse](#)

Appendix 2: [Procedures to be followed on disclosure](#)

Appendix 3: [To be inserted if the academy has a nursery](#)

1. Purpose of the policy

This policy details the academy's intentions regarding the protection of children and young people in its care.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how the academy responds to concerns about a child.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and young people up to the age of 18 and to protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in 'Working together to safeguard children 2018' as:

- Protecting children from maltreatment.
- Preventing impairment of children's physical and mental health and development.



- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Aquinas Church of England Education Trust (the Trust) and **Rye Community Primary School** always acts in the best interests of the child or young person and ensures that all reasonable steps are taken to promote their wellbeing and prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of trustees, staff, volunteers, parents/carers, and the general public. We endeavour to promote a child centric approach to safeguarding which acts in the best interests of the child taking their views into account where possible.

2. Statement of principles and values

This policy applies to all staff, trustees, members of Aquinas Advisory Councils (AAC), volunteers, contractors, and visitors. The Trust and the academy are committed to:

- The welfare and protection of the child or young person being paramount.
- No child or group of children being treated any less favourably than others in being able to access services which meet their needs.
- All children without exception have the right to protection from abuse regardless of gender, sexual orientation, ethnicity, disability, sexuality, or beliefs.
- The policy being reviewed, approved, and endorsed by the board of trustees annually or when legislation changes.
- Taking seriously all concerns and allegations of abuse which may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against staff, supply staff, contractors, trustees, and other volunteers, and in emergencies, the police.
- Keeping children, young people and parents and carers aware of the policy and procedures as appropriate.
- A safer recruitment, selection, vetting and induction process for all staff and volunteers.
- Implementing the procedures of the Local Safeguarding Children's Partnership (LSCP) where appropriate.
- Protecting children and young people from all forms of abuse prevalent at the time and for adapting existing or developing new procedures to ensure their safety.

3. Child protection statutory framework

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.



- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010.
- Public Sector Equality Duty.
- Keeping Children Safe in Education (2022) (KCSIE).
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers; HM Government 2018.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018 updated in December 2020.
- Education Act 2002 as amended.
- Common Assessment Framework for Children and Young People 2007.
- The Children (Private Arrangements for Fostering) Regulations 2005.
- Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCP interagency child protection and safeguarding procedures.
- Use of Reasonable Force – DfE Guidance (2013).
- Children missing education Statutory guidance for local authorities (2016).
- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017).

4. Relevant trust and academy policies

This policy must be read in conjunction with related Trust and academy policies, detailed below, which together form the basis of child protection at the academy.

The Trust's policies on:

- Academy Admission Arrangements
- Allegations of abuse
- Child Looked After
- Complaints
- Confidentiality Statement



- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Relationship, Health, and Sex Education
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of medicine and first aid
- Attendance
- Appropriate physical contact including restraint
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- Complaints
- E-safety and acceptable use
- Health and safety procedures
- Lettings
- Missing children
- Personal and intimate care
- Photography of children and young people
- Relationships Education and Relationships and Sex Education
- Remote Learning
- SEND

The policies are supported by the Trust's Employee Handbook, Employee Code of Conduct and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

5. Categories of harm

The Trust and the academy acknowledge that children and young people can face abuse in a myriad of ways, environments (including online) and from numerous sources. It is vital that



all staff are aware of this through their training and can reassure and support victims, always taking any disclosure seriously and reporting it in accordance with the academy's safeguarding reporting procedures. Victims should be encouraged to make disclosures and never be made to feel ashamed of doing so. Victims of sexual harassment and violence should never be made to feel that they are creating a problem.

The main categories of harm, as identified by KCSIE, are:

Abuse and neglect are forms of maltreatment and harm of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may also take a non-physical form including witnessing the ill treatment of others. Children may be abused in a family or in an institutional or community setting; by those known to them or more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs and indicators are found at **Appendix 1**.

Female Genital Mutilation (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 to subject a child or young person to FGM or to take a child abroad to undergo FGM. There is a mandatory duty on all staff to report cases of FGM to the police.

A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused in the UK or taken abroad to undergo the procedure.

Radicalisation - The Prevent Strategy is a countrywide initiative which aims to work with young people and their families to prevent extremist behaviour and or radicalisation. The three key areas of concern are animal extremist behaviour, racist behaviour, and terrorist behaviour. The academy supports the Prevent Strategy and will refer a student if they feel there is enough evidence to warrant it.

The Prevent Strategy places a duty on the academy to have "due regard to the need to prevent people from being drawn into terrorism". To achieve this the academy must undertake a risk assessment, work in partnership, train staff and have appropriate IT policies. Further details are found at **Appendix 1**.

The latest guidance from the DfE can be found here:

www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities



Other

Although it is not possible to provide a definitive list of all incidences which may impact on the safety of a child or young person, staff should also be aware of the following (details of which are found in **Appendix 1** in addition to any relevant policy referenced):

- Bullying (including cyber bullying) – please see the academy’s anti-bullying, online and acceptable use policies.
- Children missing from education - please see the academy’s attendance policy.
- Child Sexual Exploitation
- Domestic Abuse – please see the academy’s attendance/missing children policy.
- Fabricated or induced illness -
- Forced marriage
- Honour based violence
- Child on Child Abuse including up skirting
- Sexual Behaviour and Harassment
- Criminal Exploitation
- Serious Violence and sexual harassment
- Mental Health
- Online Safety

6. Early Help and the Common Assessment Framework (CAF)

The identification of children and young people who would benefit from early help is vital to safeguarding. Early help is the provision of support as soon as a problem emerges, this may continue as regular Team Around the Child (TAC) meetings. The academy will provide all relevant information to support this process. Further details are provided in **Appendix 1**.

7. Child Protection Plan (CPP) and a Child in Need (CHIN)

Following a referral to social care and subsequent family assessment a child may be subject to a CPP or considered a CHIN. These interventions are led by a named social worker.

A child in need is defined under the Children’s Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need are assessed under section 17 of the Children Act 1989. The academy will provide as much information as possible as a part of the referral process so that the social care assessment can take into consideration whether the child is being harmed in contexts outside the home.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority can undertake an investigation under section 47 of the Children’s Act 1989 (S.47).



This may result in a child protection S.47 investigation.

8. Children with specific characteristics

Children Looked After and previously looked after – staff and volunteers should have an awareness of issues around safeguarding children looked after. Appropriate staff must have information they need about the legal status of the looked after arrangements and the care arrangements for the child/ young person. Further details are found in **Appendix 1** and in the academy's, Children Looked After Policy.

Children with Special Educational Needs (SEN) or disabilities – staff and volunteers should also be aware of the additional vulnerabilities of children and young people with SEN and disabilities as they can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect within this group. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children and young people with SEN or disabilities can be disproportionately impacted by things like bullying, without outwardly showing any sign.
- Communication barriers and the difficulties overcoming these barriers.

Further details can be found in the academy's SEND policy.

Private fostering – Private fostering is when a child or young person of up to 16 years old (or 18, if the child is disabled) is provided with care and accommodation of someone who:

- Is not their parent.
- Does not have parental responsibility.
- Is not a close relative.

Close relatives are defined as grandparents, brothers, sisters, uncles, aunts (whether of full blood or half blood or by marriage) or stepparent under the Children Act 1989.

A child is not privately fostered if the adult caring and accommodating them has done so for less than 28 days and does not intend to do so for longer. If a child or young person is being looked after by anyone else for more than 28 days, the Local Authority must be notified.

Parental responsibility refers to all the rights, duties, powers, responsibilities, and authorities that a parent has by law in relation to a child, as defined by section 3 of The Children Act 1989.

Academies will ensure that when a child is registered, the relationship with the registering adult is established including details of who holds parental responsibility with reference to court order, if appropriate.

When identifying cases of private fostering, staff will have to consider whether the child:

- Is new to the school.



- Mentions their living arrangements.
- Is accompanied to school by an unfamiliar adult.
- Goes missing from education for a concerning length of time.
- Or their carer is vague about the child's living arrangements, education, needs, etc.
- Has come from overseas and has asked what the purpose of the visit is and if their parents came with them.
- Is an unaccompanied asylum seeker.
- Has been trafficked.

The academy will cooperate with any LA arrangements after a referral has been made.

9. Roles and responsibilities

The Trust

The Trustees are ultimately responsible for safeguarding and child protection at the academy. However, the Trustees have delegated the responsibility for safeguarding and child protection at the academy to the **Headteacher**. The Trust will monitor, and quality assure the safeguarding and child protection activities of the academy through the work of the Chief Executive Officer, the Trust's Education Team.

Executive Headteacher/ Headteacher

The **Executive Headteacher/ Headteacher** will ensure that the academy:

- Has a safeguarding and child protection policy in place as approved by the Trust and its procedures are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on the website or on request.
- Regularly reviews its safeguarding procedures and implements recommendations from the Trust or relevant third party.
- All policies and procedures within the Trust/academy's safeguarding suite of policies are understood, implemented, and followed by staff.
- Has the necessary policies dealing with behaviour, bullying, relationships, and safety: physically, mentally and e-safety.
- Provides annual training and regular updates for all staff and AAC members including timely induction for new staff and AAC members.
- Operates safer recruitment procedures as detailed in the Trust's safer recruitment policy making sure that all appropriate checks are carried out on staff and volunteers who work with students. A single central record of the checks will be maintained.
- Has procedures in place for the prompt induction of staff and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the academy.



- Has procedures for dealing with allegations of abuse against staff, contractors and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures. Allegations against the **Executive Headteacher/Headteacher** shall be referred to the Chief Executive Officer of the Trust.
- Has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding, with the appropriate job descriptions, they are suitably trained, and sufficient resources and time are allocated to enable the DSL and DDSL to discharge their responsibilities.
- Provides appropriate annual safeguarding training for all staff and updates on the types of abuse identified and ensures that staff and the safeguarding team receive appropriate training in relation to the prevalent forms of abuse at any given time. Thereby ensuring that staff feel able to raise concerns about poor or unsafe practice. Additionally, staff acknowledge awareness of the safeguarding suite of policies and Part 1 of Keeping Children Safe in Education. Appropriate training is also provided to supply staff and volunteers.
- Has additional training for staff where a form of abuse increases in prevalence such as online safety, criminal exploitation and child on child abuse, more particularly sexual violence and harassment between children and young people.
- Remedies, without delay, any deficiencies, or weaknesses regarding child protection arrangements.
- Has processes in place to ensure that where services or activities are provided on the academy premises by a third party, the third party has appropriate policies and procedures in place to safeguard children and liaises with the academy on these matters where appropriate.
- Processes and shares personal data of children and young people in accordance with data protection principles as detailed in the Trust's data protection policy.
- Reviews the policy and procedures at least annually and these are implemented at the academy, especially in relation to forms of abuse that may be prevalent at any given time.
- Has a programme for raising awareness of safeguarding issues for pupils and parents.
- Complies with its legal duty to provide support to privately foster pupils, staff understand private fostering and how to identify a child who may be privately fostered, and such cases are reported to the Local Authority.
- Implements the requirements of the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and complies with the Trust policy, thereby ensuring that children and young people are respectful of each other and can build positive and healthy relationships.

DSL and DDSL

The DSL and DDSL will be responsible for the following:



Referrals

- Consider all reported concerns of abuse and disclosures and ensure the protection of the victim.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies and the LADO.
- Refer cases of suspected extremist behaviour to ***Prevent and cases of FGM to the police.***
- Act as a source of support, advice, and expertise within the academy.
- Liaise with the **Executive Headteacher/ Headteacher** in circumstances where the **Executive Headteacher/ Headteacher** is not the DSL or DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Assess children in the context of wider factors that are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that staff are aware of these and are able to inform the referral process.
- Work with and contribute to the work of the three safeguarding partner arrangements.
- Work with children's social care and any named social worker.

Training

- Have undertaken the requisite DSL training and refresher training at two yearly intervals to keep their knowledge and skills up to date.
- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral.
- Have a working knowledge of the LSCP Procedures, completion of a Common Assessment Framework paperwork, the conduct of a child protection case conference and be able to attend and contribute to these.
- Understand the key purpose of listening to the young person, to secure the young person's narrative.
- Understand and be able to initiate early intervention services.
- Understand the threshold process for Child in Need.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Ensure that all staff have access to and understand the academy's child protection policy and the requirements of KCSIE.



- Ensure that all staff have annual safeguarding training and receive an additional safeguarding information throughout the academic year to support the protection of children. Appropriate training is also provided to supply staff and volunteers.
- Ensure that all staff have induction training and maintain a record of all training undertaken by staff.
- Keep detailed accurate secure written records of reported concerns and the outcomes. Records are kept in accordance with data protection principles and communicated effectively to third parties and a new provision where necessary.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCP.
- Keep abreast of changes to safeguarding guidance and national recommendations such as child on child abuse and in particular sexual violence and harassment between children and young people.

Raising Awareness

- Ensure the academy safeguarding and child protection policy and procedures are updated and reviewed annually.
- Ensure parents are made aware of the academy safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the academy in this.
- Where a child/young person leaves the academy, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new school separately from the main student file as soon as possible. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker.
- Where the parents inform the academy that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents.
- Appoint at least one person to deputise, who has also attended the appropriate higher-level training with the LSCP.
- Ensure that members of staff who meet child protection issues are supported.
- Ensure that parents and pupils are aware of issues of increasing concern such as online safety, criminal exploitation and child on child abuse, more particularly sexual violence and harassment between children and young people, and additional guidance, advice and support is provided for parents to keep their children safe and for pupils and young people to support their safety.
- Ensure that those staff responsible for lettings are aware of the safeguarding requirements for external organisations that hire school premises for the purpose of providing activities for children.



Working with Partners

- Are trained in inter-agency working that is provided by, or to standards agreed by the LSCP.
- Contribute to the work of the three safeguarding partner arrangements.
- Liaise with the three safeguarding partners and works with other agencies in line with Working Together to Safeguard Children. The DSL should be guided by the NPCC guidance 'When to call the police' when considering to calling the police and what to expect when they do.
- Develop effective links with relevant statutory and voluntary agencies and attends and/or contributes to child protection conferences in accordance with local procedure and guidance.

Private Fostering

- Respond to private fostering concerns that staff may have about a child by referring it to the LA.
- Offer training and advice to staff regarding private fostering.
- Liaise with the LA, where appropriate.
- Assist with advising and supporting carers to undertake their duties while a privately fostered child is living with them.

Staff (including supply staff) and Volunteers

It is the responsibility of all staff and volunteers to:

- Ensure the safety and protection from harm of children and young people in their care by being aware that children and young people can face harm from a myriad of ways, varying environments (including online) and a multitude of sources.
- Be aware that children and young people may not know or feel ready to make a disclosure. Thus, staff must determine how to build trusted relationships with children and young people and be vigilant and professionally curious, reporting all concerns to the DSL.
- Familiarise themselves with KCSIE, the academy's safeguarding and child protection policy and related policies as detailed in the academy's safeguarding and child protection policy.
- Report all allegations of abuse, including low level concerns, against a member of staff, supply staff, volunteer, or contractor in accordance with the Trust's Allegations of Abuse Policy
- Keep confidential personal data regarding a child, young person, or another member of staff except where the disclosure is to DSL/headteacher, and the disclosure is necessary for safeguarding reasons.
- Fully comply with the Trust and academy's safeguarding and child protection policies and procedures and inter-related policies.



- Attend annual safeguarding training and any updates provided throughout the academic year through staff briefings and bulletins.
- Report all causes of concern, however minor, to the DSL in accordance with the procedures detailed in **Appendix 2** and as elaborated on in the safeguarding training. The DSL or DDSL must be informed of any of the following concerns:
 - Any suspicion that a child or young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
 - Any explanation given which appears inconsistent or suspicious.
 - Any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g., worrying drawings or play).
 - Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
 - Any concerns that a child or young person is presenting signs or symptoms of abuse or neglect.
 - Any significant changes in a child or young person's presentation, including non-attendance.
 - Any hint or disclosure of abuse from any person.
 - Any concerns that the child or young person has fabricated or induced illness.
 - Any concerns that the child or young person is a victim of Faith abuse.
 - Any concerns that the child or young person is at risk of forced marriage.
 - Any concerns that a child is at risk from gangs and youth violence.
 - Any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM).
 - Any concerns that a child or young person is at risk from people trafficking.
 - Any concerns regarding person(s) who may pose a risk to children or young people (e.g., living in a household with children present).
- Understanding the impact of private fostering and their responsibilities in relation to them.

10. Reporting concerns

Any member of staff (including supply staff) who has a concern for a child or young person, however insignificant this may appear to be, should seek advice from one of the DSL or DDSL immediately, such concerns to include incidences occurring outside school hours and off the school site. Concerns that are more serious must be reported immediately and brought to the attention of the DSL as soon as possible. If they are not available, the DDSL should be consulted. It is the duty of the DSL and DDSL to take advice from children's social care and complete a referral to social care when appropriate. If a child or young person makes a disclosure of abuse to any member of staff, they should follow the procedure set out in **Appendix 2**. Volunteers must also follow this procedure.



If there is a risk of immediate harm to a child or young person a referral will be made to children's social care immediately. In certain circumstances it will also be appropriate to notify the police; in the case of FGM this is a mandatory requirement. Any member of staff can make a referral and the process detailed in **Appendix 2** should be followed.

11. Working in partnership

The Trust and the academy recognise the importance of working in partnership with the local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area and other relevant agencies in a co-ordinated manner. The academy procedures consider the safeguarding procedures of the LSCP.

The Homelessness Duty – Public authorities are required to refer any child or young person they consider to be homeless, or threatened with homelessness, to a housing authority. Thus, staff should be aware of this duty and refer any such concerns to social care.

12. Confidentiality

All staff have a responsibility to share information regarding the protection of children and young people with the DSL. Staff should never promise confidentiality to the child or young person making the disclosure. Information sharing is vital in identifying and tackling all forms of abuse. To safeguard the child or young person, following any disclosure or reporting of a concern by a member of staff or volunteer, all matters must be kept confidential within the safeguarding team and the member of staff or volunteer. The sharing of information within the academy, the parents and other agencies will be determined by the headteacher, and the DSL and it will be undertaken in accordance with the principles of data protection. The wishes of the victim, in relation to the sharing of information, must be balanced against the Academy's duty to safeguard the victim and other children. Staff are referred to the Trust's Confidentiality Statement for further details.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is not a barrier to sharing information where the failure to do so would result in a child or young person being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The processing conditions detailed in the Data Protection Act 2018 enable the Trust and the academy to process, store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'. The 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing special category personal data without consent of the data subject where there is good reason to do so, and it is not possible or reasonably practicable to obtain consent or to do so would place the child or young person at risk.



13. Communication with parents

Any concerns regarding a child or young person, following a disclosure or the reporting of a concern by a member of staff or volunteer, will be communicated to the parent/carer where it is in the interests of the child or young person to do so and where such communication will not result in further harm to the child or young person. Communication with the parent/carer will be determined by the **Headteacher** and the DSL, having taken advice from the MASH team.

14. Record keeping

Accurate records will be made as soon as practicable. The procedure to be followed is detailed at **Appendix 2**.

15. Allegations of abuse

The highest possible standards of behaviour are expected from staff, supply staff, contractors, and volunteers in relation to their interaction with children and especially pupils, at all times. The Trust has procedures in place to deal with allegations made against staff, supply staff, contractors and volunteers as detailed in the Trust's Allegations of Abuse policy.

Any concerns that involve an allegation against a member of staff, supply staff, contractor or volunteer should be referred immediately to the **Headteacher** who will contact the appropriate personnel within the local authority to discuss and agree action to be taken if the allegation meet the harm threshold as detailed in Part 1 of the Trust's Allegations of Abuse Policy. In the case of concerns that do not meet the harm threshold (low level concerns), the Headteacher will follow the procedure detailed in Part 2 of the Trust's Allegations of Abuse Policy. In all cases, records will be maintained of the concerns, the actions taken, and the decisions made. Where the allegation relates to supply staff, the **Headteacher** will advise the appropriate personnel within the local authority, the relevant agency employer and support any investigation that is required. If the allegation is against the **Executive Headteacher/Headteacher**, then the Chief Executive Officer of the Trust should be informed directly, who will make the necessary decisions. The academy has a legal duty to refer staff to the Disclosure and Barring Service if the harm test (to satisfy the harm test there needs to be credible evidence of a risk of harm to children or young people) has been satisfied or relevant conduct has been identified. The **Executive Headteacher/Headteacher** is responsible for the referral.

Staff (including supply staff) must be aware of the Trust whistleblowing policy and procedures at the academy. If staff, supply staff or volunteers do not feel able to raise an issue in accordance with this policy and procedures, then they should contact the designated officer at the Local Authority.



Allegations which meet the harms threshold - This is where any member of staff, including supply, contractor or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child and/or.
- Possibly committed a criminal offence against or related to a child and/or.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all such cases, the DSL will be responsible for ensuring that the child is not at risk and the **Headteacher** will liaise with the Local Authority's Designated Officer for safeguarding (LADO) in relation to the allegation and consequential investigation, following the relevant LADO procedures and the Trust's Allegations of Abuse policy.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups. Consideration should be given in relation to making reasonable adjustments pursuant to the Equality Act 2010 and the requirement not to discriminate under the Public Sector Equality Duty.

By planning positive and proactive behaviour support, through individual plans for more vulnerable children, and agreeing them with parents and carers, the occurrence of challenging behaviours can be reduced and thus the need to use reasonable force.

Staff should review the Trust's positive handling policy and the academy's risk assessment and processes in relation to positive handling.

Concerns that do not meet the harm threshold but are considered low level concerns as detailed in Part IV Section 2 of KCSIE – Although this conduct does not meet the threshold, the Trust considers such conduct to be inappropriate and in breach of the code of conduct for staff. The process for dealing with such concerns is also dealt with in the Trust's Allegations of Abuse policy.



All such concerns will be recorded by the **Headteacher** and held securely in accordance with data protection principles. This will enable the Trust and academy to identify patterns of harmful conduct and the internal processes that will be followed. Again, it is the responsibility of the DSL to ensure that the welfare of the child is always protected.

16. Safer recruitment

The Trust and the academy have a duty to prevent people who pose a risk of harm from working with children or young people. Consequently, the Trust and academy check staff and volunteers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust has a safer recruitment policy and procedures, and the academy has appropriate induction procedures. For further details, please see these policies. Staff are also referred to the Trust's Disclosure Statement.

17. Use of the school premises for non-school activities

Where the academy hires or rents out school facilities or premises to organisations or individuals that provide activities for children, the academy's agreement with the hirer will include the ability to terminate the agreement if the hirer fails to have in place appropriate arrangements to keep children safe. Where the hirer fails to have the appropriate arrangements in place, the agreement entitles the academy to terminate the agreement.

The academy will seek assurances from the hirer that it has appropriate safeguarding and child protection policies and procedures in place and where necessary the academy staff may inspect the provision.

Hirers are expected to work in collaboration with the academy to effectively safeguard pupils and adhere to local safeguarding arrangements, ensuring that their staff are aware of their safeguarding responsibilities and promote the welfare of pupils. The Hirer and their staff understand how to respond to child protection concerns and how to make a referral to children's social services or the police, if necessary.



Appendix 1

Signs and indicators of the categories of abuse

Detailed below are the categories of abuse that staff must be aware of and know how to identify.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child or young person.

Indicators include:

A pattern of the following injuries:

- Unexplained bruises
- Cuts and scratch marks
- Cigarette burns
- Broken bones
- Scalds
- Bites

Any injury which the child, parent, or carer:

- Tries to hide
- Avoids treatment
- Gives several different explanations
- Gives an unlikely explanation

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the emotional development of the child or young person. It may involve conveying to the child or young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children or young people frequently to feel frightened or in danger or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone.



Indicators include:

- Is not growing or putting on weight
- Is timid or withdrawn
- Is over-demanding of attention
- Has violent mood swings
- Relates poorly to others

Sexual Abuse, Behaviour, Harassment and Violence

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual behaviour, harassment, and violence, as defined by KCSIE, are elements of sexual abuse. Sexual abuse, behaviour, harassment, and violence is not acceptable and will not be tolerated in school or at all.

It must be remembered that a criminal offence may have been committed by the alleged perpetrator who is known to the victim. Up skirting is also a criminal offence and is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This is a criminal offence and should be reported to the police under the Voyeurism (Offences) Act.

For staff, identifying inappropriate sexual behaviour can be a complex task.

Indicators include:

- Unexplained bruising or repeated instances of bruising. Is sore or bleeding in the genital or anal area.
- Is reluctant to undress.
- Is reluctant to go to the toilet.
- Frequently complains of abdominal pains.
- Says that someone has done something bad to them but that it is a secret.
- Regularly soils themselves.
- Is withdrawn or has mood swings.
- Suffers night terrors or sleep disturbance.
- Avoids physical contact.
- Is overly compliant with the requests of others.
- Possesses money or gifts which cannot be accounted for.



- Is pregnant.
- A significant age difference between children involved in sexual behaviour. An adolescent who seems interested in younger children may give cause for concern.
- Sexual behaviour involving bribery, threats, or force. Children or young people without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected for someone of that age.
- Sexually intrusive/aggressive behaviour.
- Unwillingness to come to school.
- Complaining about missing possessions.
- Easily distressed and frightened.
- Odd drawings and sexually explicit language.
- Damaged or incomplete work.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.

Child on child abuse

The abuse of children by other children is a specific safeguarding issue in education and referred to as child-on-child abuse. Within this context, sexual harassment and violence can occur between children of any age and gender and it can happen in any setting even where there are no reported incidences.

It is not tolerated in any form. The academy seeks to minimise the risk of child-on-child abuse through the application of its Behaviour Management and Anti-bullying policies, training for staff and education for pupils.

All staff must be aware that safeguarding issues can manifest themselves as child-on-child abuse and this can occur inside and out of school and online. It is essential that all inappropriate behaviour is challenged, and nothing should be downplayed as “banter”, “just having a laugh” or “part of growing up” to normalise such behaviour.

Staff should understand that even if there are no reported allegations it does not mean that it is not happening and as such staff should be vigilant and report any potential signs in accordance with the academy’s reporting procedures. Consequently, staff should be alert to potential signs of abuse

Indicators include:

- Physical abuse such as biting, kicking, and hitting.
- Sexually harmful behaviour such as sexual violence, harassment (see KCSIE definitions), assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs



and disabilities and LGBT children. See the government guidance on sexual harassment (May 2018).

- Sexually harmful language or abuse such as inappropriate sexual language. It can occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Bullying such as physical, verbal (including prejudice based and discriminatory bullying) and cyber bullying.
- Initiation/hazing type violence and rituals.
- Abuse in intimate personal relationships between peers.
- Up skirting.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

In all cases, the DSL will be aware of what constitutes harmful sexual behaviour (HSB) and that it can occur in any context. Consideration when seeking to establish HSB is the ages of the children and young people, and their special education needs and disabilities.

The initial response to a report of sexual abuse or harassment of any kind (including child on child sexual abuse) is important as it can serve to encourage victims as opposed to deter them. Thus, staff and safeguarding teams must take all reports seriously. Reports of sexual abuse are likely to be complex and require difficult professional decisions to be made and thus it is vital that the academy's procedures as detailed in **Appendix 2** are followed.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. They should be supported and listened to without judgment. They should be supported to return to school with the necessary risk assessment and pastoral support plan in place, which should be discussed where appropriate with parents and reviewed regularly.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advise on the initial response. The assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator especially in relation to child-on-child abuse; and
- All the other children (and, if appropriate, adult learners and staff) at the academy, especially any actions that are appropriate to protect them.

Risk assessments are recorded and should be kept under review. The DSL will ensure that the academy is engaging with children's social care and specialist services who may need to



undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care.

Thereafter, police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected, and any police investigation or criminal prosecution is not compromised.

Important considerations for the academy to support the victim and alleged perpetrator will include:

- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team need to be notified to safeguard the victim we may have to act in any event. The victim must be advised on the next steps and supported. The needs and wishes of the victim should be paramount in any response. The priority is to make the victim's daily experience as normal as possible.
- Dialogue with the victim being kept open and encouraged to obtain the full picture. The victim should be able to choose his/her trusted adult.
- The nature of the alleged incident(s) and whether a crime may have been committed.
- The ages of the pupils involved, their maturity, any power imbalance if it is child to child abuse.
- If the alleged incident is a one-off or a sustained pattern of abuse.
- If there are there ongoing risks to the victim, other pupils, or staff?
- A response proportional to the incident and support tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- In the case of child-on-child abuse, the support for the alleged perpetrator.
- In cases of rape alleged, the removal of the alleged perpetrator from any classes they share with the victim and consideration of how best to keep the victim and alleged perpetrator a reasonable distance apart in school or on transport to and from school. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.
- For other reports of sexual violence and sexual harassment, immediate consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes and other areas in school.
- Avoidance of any action that would have the effect of isolating the victim, from supportive peer groups. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. There may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim



wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

- Supporting victims for as long as is necessary and doing everything reasonable to protect the victim from bullying and harassment because of the disclosure.
- Support for the alleged perpetrator who may also be the victim of abuse or is at risk of harm due to the incident. The sanctions to be applied also need to be carefully considered and, where there is a criminal investigation or process, should school sanctions be applied prior to the outcome of this process.
- Ensuring that the language used by staff to reference victims is appropriate as, in all cases, the victim may not consider themselves as such. Thus, consideration must be given to how the victim views himself/ herself, using only language that the child or young person feels comfortable with. Similarly, ensuring that the language used by staff to reference the alleged perpetrator is appropriate as in some cases the alleged abusive behaviour may be harmful to the alleged perpetrator and because of abuse the alleged perpetrator may have also suffered. The use of terminology must be determined on a case by cases basis.
- Consulting the parents of both the victim and the alleged perpetrator in relation to the arrangements that will be put in place for them.

However, ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals.

Each reported allegation must be considered on a case-by-case basis and the academy will determine whether:

- The allegation can be managed internally where it may be a one-off incident and the children or young people concerned are not in need of early help or statutory intervention and it would be appropriate to handle the case internally in all the circumstances. Nevertheless, there should be a zero-tolerance approach and the concern, actions, decisions, and reasons should be recorded
- The allegation does not require statutory intervention, but the children or young people would benefit from early help. Again, underpinned by a zero-tolerance approach.
- The case needs to be referred to Children's Social Care where the child or young person has been harmed or is at risk of harm.
- The case needs to be reported to the Police. As a part of any criminal process, consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process.

Whichever course of action is pursued it is vital that the victim is always supported. It is important that all actions are regularly reviewed, and processes updated to reflect the lessons learned. Where patterns of behaviour or incidents emerge, consideration should be



given to whether there are wider school issues which would benefit from improved education for pupils and training for staff.

The Academy will also consider the wider impact of the incident(s) and its effect on other pupils.

All concerns, discussions, decisions, and reasons should be recorded even where the allegation is ultimately found to be unsubstantiated or unfounded.

Consideration should be given to whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can lead to children and young people being vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Where an allegation of sexual violence or harassment is progressing through the criminal justice system, the academy will take all reasonable steps to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy because 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/young person from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers) and ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Indicators include:

- Are regularly hungry – they may steal food from other children.
- Are always dirty.
- Wear inappropriate clothing – e.g., summer clothes in winter.
- Have parents who fail to make or keep medical appointments.
- Are pale, listless, and underweight.
- Are unsupervised in the family home for long periods or at inappropriate times.
- Are expected to “parent” younger siblings.

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and can result in neglect and thus harm. The DSL will be aware of referral routes into the Local Housing Authority so that concerns can be raised at the earliest opportunity. This will be undertaken in parallel to a referral to social care.



Prevent Strategy

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with certain influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of children and young people.

Protecting children and young people from the risk of radicalisation should be seen as part of the academies' wider safeguarding duties and is similar in nature to protecting children/young people from other forms of harm and abuse. The Prevent Strategy requires staff and volunteers to act when they observe behaviour of concern and to report all concerns to the DSL.

As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may need help or protection. Academy staff should use their professional judgement in identifying children/young people who might be at risk of radicalisation and act proportionately.

In terms of the legal requirements of the Prevent Duty:

- Risk assessment – the academy has trained staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Any concerns following such assessment will be acted upon.
- Working in Partnership – The academy ensures that its safeguarding arrangements consider the policies and procedures of existing partnerships such as LSCP. The academy works closely with other agencies to ensure safeguarding is paramount.
- Staff training – The Headteacher, DSL and DDSL have undertaken the appropriate Prevent training which reflects the context of the local area and the designation of the academy. All other staff have received the necessary Prevent awareness training. The training programme at the academy and within the Trust ensures that all staff receive regular updates.
- Internet Safety – The academy ensures that children and young people are safe from terrorist and extremist material when accessing the internet in academies. Internet use in lessons is planned and monitored, so that children and young people cannot access inappropriate material, including websites promoting extremist views. The filtering is appropriately set and regularly reviewed. A programme of online safety takes place including work with children and families both in and out of academy hours. Further advice is available on the academy website.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being



drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Anyone with a concern can contact the Local Authority.

East Sussex Contact Details:

All concerns should be reported to: prevent@sussex.pnn.police.uk.

Other potential forms of abuse

Children Subject to Domestic Abuse

Domestic violence is defined by the Home Office as: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality'. The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship. It can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It can include, but is not limited to, psychological, physical, sexual, financial, or emotional.

Domestic violence usually has a negative impact on a child or young person. Children who witness domestic violence can experience long lasting emotional and psychological issues. They may also suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

Where incidents of domestic violence are reported to the academy, the DSL should be informed immediately to ensure that the student is safe (5.11 of the London Child Protection Procedures and the supplementary document Safeguarding Children Abused Through Domestic Violence (London Board, 2007).

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the academy's DSL prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Children experiencing domestic abuse are negatively impacted by this exposure. Operation Encompass aims to mitigate this harm by enabling immediate support.

Children Missing from Education

All staff should be aware that when a child or young person is absent or missing from school, they could be at risk of significant harm through neglect, physical or sexual abuse, or



exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Concerns should be reported to the safeguarding team. The DSL should be informed immediately if the academy is informed by a parent that their child is missing; referrals will be made to the Police, Education Welfare Officer, and Social Services, as appropriate (Section 6 of the London Safeguarding Procedures and Safeguarding Children Missing from Education (London Board, 2006).

Early intervention would be beneficial to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

In addition, the academy will monitor attendance and act where a pupil fails to attend school or attendance is poor in accordance with its attendance policy. To safeguard pupils at least two emergency contacts for the pupil should be maintained.

Forced Marriage

A 'forced' marriage' is a marriage conducted without the valid consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Any information received by a member of staff or volunteer must be reported to the DSL.

Honour Based Abuse

Honour based abuse is the term used to describe incidences or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. These are incidences in which predominantly women are injured or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. Any information relating to such incidents should be reported to the DSL immediately for further action.

Child sexual exploitation (CSE)

It is defined in the DfE guidance as a form of child sexual abuse, where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. It can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge such as sharing videos or images on social media.

This form of abuse involves exploitative situations, contexts, and relationships where children or young people receive something (for example food, accommodation, drugs,



alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. It can involve physical abuse, including penetrative or non-penetrative acts or non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. However, it is also important to recognise that some children and young people, who are being sexually exploited, do not exhibit any external signs of this abuse.

Child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact and non-contact sexual activity and may occur without the child or young person’s immediate knowledge.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Being under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.
- The child exhibits self-assurance, maturity, and self-confidence beyond their age.



- The child has a rehearsed story that seems very similar to previous cases of trafficked children that staff have heard in other incidents, training programmes or read about from materials produced by charities.
- Signs of physical or sexual abuse are present.
- The child's educational record contains missing links or unexplained moves.
- The child appears malnourished or has an eating disorder.
- The child is not registered with a GP.
- The child displays signs of misusing alcohol or drugs.
- The child displays signs of self-harm.
- The child does not appear to have good relationships with the adults they live with.
- The child seems to have limited freedom of movement in society.
- The child appears tired, disengaged, excessively frightened or sexually promiscuous.
- The child dresses inappropriately for their age.
- The child is regularly picked up from school by an adult without parental responsibility, and who is much older than themselves.
- The child is displaying signs that they may have been brought into the country illegally for the purposes of adoption.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.

Fabricated or Induced illness

A parent or carer fabricates or induces the illness of the child or young person or fabricates SEN which is or may result in harm to the child or impacts on the welfare of the child. This can take the form of:

- Regular days off school because of a non-substantiated illness.
- Unusual and/or unprescribed medication.
- Fabricated or unaccountable reasons for absence.

Child criminal exploitation

As with Child Sexual Exploitation, criminal exploitation of children and young people occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person into criminal activity. The power imbalance is due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator and/or through violence or the threat of violence.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-



based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual. It does not always involve physical contact; it can also occur using technology. Child criminal exploitation can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, committing vehicle crime or to threaten other young people.

Both boys and girls are at risk of being criminally exploited, albeit that the signs may be different. Criminally exploited children are also at higher risk of child sexual exploitation. Some of the following can be indicators:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- 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.
- Children who regularly miss school or education or do not take part in education.

County Lines - Criminal exploitation of children and young people is a widespread form of harm and can involve the grooming and exploitation of children and young people to carry drugs and money across geographical areas. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited in school or online using social media.

Offenders will often use coercion, intimidation, violence, and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes, and care homes. Although the child will be involved in committing a crime, it is important to recognise that they are also a victim.

Modern Slavery - Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Consequently, children missing from education or from home for periods of time could be an identifier of this type of harm. In such case, consideration must be given to a referral to the National Referral Mechanism together with a safeguarding referral.

Cybercrime – this is a criminal activity involving computers. Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.



Serious Violence

Indicators that children are at risk of being involved or are involved in serious violent crime include:

- Increased absence from school.
- Changes in friendship groups or relationships with older individuals or groups.
- A significant decline in academic performance.
- Self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Early Help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether they have a statutory education, health, and care plan).
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.
- Has a parent/carer in custody.

Initially staff should discuss early help requirements with the DSL. If appropriate, the DSL will support the member of staff in liaising with other agencies and setting up an inter-agency assessment. The child should be kept under constant review and consideration should be given to a referral to children's social care if the child's situation doesn't appear to be improving.



Detailed information on early help and statutory assessment can be found in Chapter 1 of 'Working together to safeguard children'.

Early Help procedures used at Rye Community Primary School

At Rye Community Primary School, the DSL will contact the Single Point of Advice (SPOA) as part of the early help procedure to establish whether any additional support can be accessed for a child/family and to help minimise any safeguarding risks to a child. This will be decided on a case by case basis and completed through shared dialogue with the Safeguarding Team. Communication may take the form of email contact, a phone call to SPOA or the completion of referral via the East Sussex portal.

Other Considerations

Children are sometime required to give evidence in criminal and civil courts which can be stressful for them. Where staff are made aware of such instances, the DSL should be advised so that additional pastoral support can be put in place and the Government guidance followed as detailed in the Children and Court System section of the Keeping Children Safe in Education.

Children Looked After (CLA) and previously Looked After Children

The Headteacher will inform staff of a child's care status and determine the extent to which information is shared with other members of staff. The academy will:

- Maintain a register of children in public care and ensure all relevant education and care information is available and it is kept up to date.
- Ensure that all staff are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for high expectations and positive systems of support to overcome them.
- Act as an advocate for children in public care.
- Hold a supervisory brief and monitor the educational progress of all children who are in public care.
- Supervise the smooth induction of a new child in public care into the academy.
- Act as a named person for the child.
- Promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from academy etc.
- Ensure that each child or young person has a Personal Education Plan (PEP) and that school-based access to services and support is in place.
- Liaise with any appropriate external agencies, those with parental responsibility and ensure there is a speedy transfer of information and report on the progress of all children and young people in public care to Looked after Children Services.



- Ensure that appropriate staff develop knowledge of the Social Care Department and Education procedures by attending training events organised by the Local Authority and other providers and then cascade training to staff as appropriate.
- Monitor students' achievement and progress within the academy.
- Request records from the previous academy in admission, where appropriate and a meet to inform the PEP.
- Consult and involve the child or young person in decisions about themselves according to their age and understanding.
- Be aware of previously looked after children as they remain potentially vulnerable and thus the above may also be relevant to them.

Mental Health

The Academy takes a whole school approach in promoting and supporting the mental health of children and young people and seeks to develop pupil resilience. Mental health problems of children and young people can, in some cases, be an indicator that they have suffered or are at risk of suffering abuse, neglect or exploitation. Pupils whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one should be identified and monitored and the concern reported in the usual way to the safeguarding team. All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff will not attempt to make a diagnosis of mental health problems but instead should identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Where children and young people have suffered abuse and neglect, or other adverse childhood experiences, this can have a lasting impact their mental health, behaviour, and education. Concerns regarding a pupil's mental health should also be reported in the usual way so that immediate action can be taken. The academy will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies. The academy staff will also be mindful and supportive of those children and young people are impacted because of witnessing abuse.

Mental health at the academy will be promoted by the senior mental health lead.

Online Safety

The Trust and the academy are aware of the importance of providing safe and secure technology to all pupils, whether in school or accessing teaching and learning remotely. As teaching and learning is increasingly undertaken on the internet and digitalised, the Trust and the academy are vigilant regarding the potential harm of inappropriate online material. Consequently, appropriate filters and monitoring systems are in place and their appropriateness is regularly reviewed. Staff are aware of the filtering provisions and will alert any concerns to the Headteacher or DSL and the academy's IT support.



The academy will endeavour to protect and educate pupils, parents, and staff in their use of technology and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate. Areas of concern can be classified as follows:

- **Content:** being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact:** being subjected to harmful online interaction with other users such as child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending, and receiving explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.



Appendix 2

Procedures to be followed on disclosure

Where a member of staff:

- Has a suspicion that a child or young person is being harmed or at risk of harm.
- Notes behaviours or actions in a child or young person which give rise to suspicions that the pupil may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a child or young person or from one of his/her friends.

The member of staff has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate. Where the Headteacher or DSL does not act on the member of staff's concern, the Trust's Whistleblowing Policy can be implemented, or the member of staff can contact the NSPCC for advice on 0800 028 0285 between 8am and 8pm or emailing help@nspcc.org.uk.

Academy Procedure

All concerns must be reported immediately to a member of the safeguarding team at Rye Community Primary School.

The DSL or DDSL must be informed verbally of a concern as a first response to ensure that prompt action can be taken.

Staff are expected to record their concern onto the academy's electronic safeguarding system (MyConcern).

When recording a concern, the use of personal opinion should not form the basis of a written account. Details relating to a safeguarding concern should be accurate and the use of factual information used where possible.

The concern will then be viewed by a member of the safeguarding team and a suitable course of action identified/completed deciding on the nature of the concern.

The Headteacher/DSL should be kept informed of all concerns and agreed follow up actions.

Staff also have a duty of care to report safeguarding concerns beyond the working day and should contact the Headteacher or DSL via a phone call to outline the concern. Appropriate action to address the concern will be taken by the Headteacher of DSL

Procedure to be followed when making a referral

The academy will endeavour to keep a parent/carer informed when a referral has been made to Children's Services unless it places the child at further risk. The academy will follow the directives/advice given by Children's Services around the sharing of information.



The decision to make a referral to Children's Services will be made in consultation with the DSL/ Headteacher. The Family Liaison Officer is able to make the decision to refer to Children's Services without consultation in the absence of the DSL and Headteacher.

A referral to Children's Services should be made when there is a risk of harm to a child. Referrals to East Sussex Children's Services are made through the ESCC portal and the completion of a statement of referral. It is good practice to also phone the Single Point of Advice to signpost that a referral has been made to Children's Services to ensure the timely processing of any concerns.

ESCC portal can be accessed through the following web address Earlyhelp.eastsussex.gov.uk
Contact number for SPOA Tel: 01323 464222 Out of hours number for SPOA Tel: 01273 335 906 or 01273 335 905

Record Keeping of Safeguarding Concerns

All safeguarding concerns should be recorded on MyConcern. All concerns are held securely via the academy's electronic safeguarding system. Historical paper-based copies of safeguarding concerns are also uploaded onto MyConcern. All verbal conversations should be recorded onto MyConcern and any supporting evidence attached as a file.

Record Keeping of Allegations of Abuse

Any allegations of abuse are taken very seriously by Rye Community Primary School.

The expectations are set for all staff that all allegations of abuse are acted upon in a thorough and robust manner.

Any allegations of abuse relating to children are referred directly to Children's Services. Any actions taken are recorded as part of the documentation surrounding a safeguarding concern.

Any allegations relating to staff are referred directly to the LADO (Local Authority Designated Officer) by the Headteacher.

Details of the academy's record keeping procedures for allegations of abuse are also covered in part 1 and part 2 of the Trust's Allegations of Abuse Policy.

Action Following a Child Protection Referral

The academy will act upon any advice given by Children's Services following a Child Protection Referral. All actions taken following a Child Protection Referral are recorded onto MyConcern.

The academy will record the actions they have taken as a result of a referral and any known actions taken by any other party –i.e. an external agency, advice from the MASH Team at Children's Services, actions taken by parents/carers etc.

Local Safeguarding Children's Partnership

The DSL and DDSL trained in and conversant with the LSCP procedures further details of which are found at: [East Sussex LSCB](#).



Monitoring of disclosures and referral

All incidents of sexual abuse are reported directly to the police and East Sussex Children's Services as part of the academy's safeguarding procedures.

We recognise that to deal effectively with sexual abuse and harassment there is need for robust pre-planning in terms of the procedures and assistance which will be obtained, and the training provided to staff to deal with such allegations. Therefore we regularly train staff in the use of the age appropriate sexualised behaviours tool (or the Brook Traffic light tool for sexual behaviours to ensure staff are confident with using the terminology etc) and we have clear reporting systems which are regularly re-visited with all staff- making the reporting of disclosures as sensitive and thorough as possible.

Advice and guidance will be sought from Children's Services as needed by the academy.

All incidents of child on child abuse, racist/homophobic behaviour, sexual abuse, harassment are also reported to the Aquinas Trust via the Incident of Behaviour form) and dealt with through the school safeguarding procedures.

Any allegations of child on child abuse are treated in a sensitive manner to ensure that all parties are treated fairly as soon as a concern is reported.

The risk of child-on-child abuse is minimised at Rye Community Primary School by:

- Promoting a school culture where all concerns are addressed as soon as they occur.
- All children have a voice and all accounts are listened to and investigated.
- Having a robust safeguarding reporting system in place.
- Implementing any safety planning as soon as possible to ensure that a victim is well supported and to reduce the likelihood of further abuse taking place within a school setting.
- Providing appropriate support to the perpetrator as advised to minimise any risk factors.
- Taking account of any potential risks relating to child on child abuse when risk assessing a trip/event.



Appendix 3

The rationale of the academy's Child Protection Policy applies to the pre-school/nursery operated by the academy being a provision operated for 2- and 3-year-olds (the Nursery). Appendix A deals specifically with the safeguarding at the Nursery and supersedes those elements within the body of the main policy.

At the Nursery, we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the Nursery's other policies and procedures referred to later.

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image.
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Always listen to children.
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need.
- Share information with other agencies as appropriate.

The Nursery is aware that abuse does occur in our society and is vigilant in identifying signs of abuse and reporting concerns. Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies including as part of a multi-agency team, where needed, in the best interests of the child.



The Nursery aims to:

- Keep the child at the centre of all we do.
- Ensure staff are trained to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour.
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures.
- Make any referrals in a timely way, sharing relevant information as necessary.
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest.
- Ensure that children are never placed at risk while in the charge of Nursery staff.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the Nursery premises including reporting such allegations to Ofsted and other relevant authorities.
- Ensure parents are fully aware of child protection policies and procedures when they register with the Nursery and are kept informed of all updates when they occur.
- Support children by offering reassurance, comfort, and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

The signs and indicators listed below may not necessarily indicate that a child has been abused but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

In addition to the sign of abuse detailed at **Appendix 1**, the following signs will also be acted upon by staff:

- Failure to thrive and meet developmental milestones.
- Fearful or withdrawn tendencies.
- Aggressive behaviour.
- Unexplained injuries to a child or conflicting reports from parents or staff.
- Repeated injuries.
- Unaddressed illnesses or injuries.
- Significant changes to behaviour patterns.



Recording suspicions of abuse and disclosures

Staff should report any concerns to the Nursery's Designated Safeguarding Coordinator or academy's Designated Safeguarding Lead **Kelly Martin DSL/ Headteacher and Vicky Isted/EYFS lead** and follow the academy's procedure for reporting concerns as detailed at **Appendix 2**.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately in accordance with the procedures detailed at **Appendix 2**.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the Local Authority children's social care team and Ofsted, and/or a Common Assessment Framework (CAF) needs to be initiated. Staff involved may be asked to supply details of any information/concerns they have about a child. The Nursery expects all members of staff to co-operate with the Local Authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or staff member.

Procedure:

In addition to the procedure detailed at **Appendix 2**:

- The adult should reassure the child and listen without interrupting if the child wishes to talk about abuse of any nature. Observed instances should be detailed in a confidential report.
- All signs of marks/injuries to a child when they come into Nursery or occur during time at the Nursery, will be recorded as soon as noticed by a staff member.
- The incident/concerns will be discussed with the parent at the earliest opportunity, where felt appropriate by the academy's Designated Safeguarding Lead.
- Such discussions will be recorded.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the Nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We do not allow volunteers to be alone with children or any other adult who may be present in the Nursery regardless of whether they have a DBS clearance.

All Nursery staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and



creating a safe and secure environment for the children in the Nursery. During induction staff will be given contact details for the LADO (Local Authority Designated Officer), the Local Authority children's services team, the Local Safeguarding Children Partnership (LSCP) and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Vicky Isted is the named person within the Nursery who takes lead responsibility for safeguarding and co-ordinates child protection and welfare issues within the Nursery, known as the Designated Safeguarding Co-ordinator (DSCO). The Nursery DSCO liaises with the Headteacher and the academy's Designated Safeguarding Lead, with the Local Safeguarding Children Partnership (LSCP) and the Local Authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field.

- We provide adequate and appropriate staffing resources to meet the needs of all children.
- Applicants for posts within the Nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We give staff members, volunteers, and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children.
- This information is also stated within every member of staff's contract.
- We request DBS checks.
- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students, and volunteers, to ensure that all staff, students, and volunteers working in the setting are suitable to do so.
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us.
- All students will have enhanced DBS checks conducted on them before their placement starts.
- Volunteers, including students, do not work unsupervised.
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.



- We have procedures for recording the details of visitors to the Nursery and take security steps to ensure that we have control over who comes into the Nursery, so that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support.
- The deployment of staff within the Nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Designated Safeguarding Lead and or DSCO, LSCP/Local Authority children's social care team/Police does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the LSCP.

Support to families

The Nursery takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the Nursery.

The Nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCP with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.



Employees, supply staff, students or volunteers of the nursery or any other person working on the nursery premises

If an allegation is made against a member of staff, supply staff, student or volunteer or any other person who works on the Nursery premises regardless of whether the allegation relates to the Nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the Headteacher who will follow the requirements of the Trust's Allegation of Abuse Policy.

The Local Authority Designated Officer (LADO) will be informed immediately, and the Nursery will follow all instructions from the LADO; the Trust reserves the right to suspend any member of staff during an investigation. Unfounded allegations will result in all rights being re-instated. Founded allegations will be passed onto the relevant organisations including the Local Authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The Trust will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated. All records will be kept until the person reaches normal retirement age or for 21 years and 3 months' if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re-investigation. The Trust retains the right to dismiss any member of staff in connection with founded allegations following an inquiry. Where the allegation concerns supply staff, the agency will be informed, and the LADO and the Nursery will support any subsequent investigation.

The Trust's Allegations of Abuse Against staff policy will also be followed in relation to low level concerns which do not meet the threshold for referral to the LADO.