



SAFEGUARDING AND CHILD PROTECTION POLICY

Covid-19 Appendix added April 2020

LAST REVIEW	September 2021	REVIEW PERIOD	ANNUALLY
NEXT REVIEWDATE	September 2022		

Contents

Introduction	4
Contact Details and information relating to outside agencies	5
Aims & Ethos	5
Roles and Responsibilities.....	6
The Academy.....	6
The Designated Safeguarding Lead (DSL)	6
Staff.....	7
RACE Board Members.....	8
Parent & Carers.....	8
Children and young people	9
Staff Training.....	9
Child Protection Policy	10
What does significant harm mean?	10
Some indications of possible abuse	10
Working Together to Safeguard Children	10
Referring to social care	11
Children subject of a Child Protection Plan	12
Mental Health	12
What other areas of child protection must staff be aware of as someone who works in an Academy setting?	13
Contextual Safeguarding.....	13
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	13
County Lines.....	14
Domestic Abuse	15
Female Genital Mutilation (FGM)	15
Forced Marriage.....	16
Honour based violence	17
Radicalisation and Extremism.....	17
Children Missing Education.....	18
Peer on Peer Abuse.....	18
Further review by the DSL.....	21
Informing parents/carers.....	21
Referring to the police	21
Recording incidents.....	21
Channel	21

Up Skirting.....	21
Harmful sexual behaviour	22
How we seek to minimise the risk of harmful sexual behaviour	22
A disclosure has been made, what should I do?.....	22
Record keeping	23
Information to be recorded	23
Storage of Records	23
Supervision and Support.....	24
Safeguarding all children.....	24
E-Safety	25
Information Sharing - Data Protection Act 2018 – GDPR	25
Photography and use of images	25
Mobile Phone Procedures.....	26
Safer Recruitment and Selection of Staff.....	26
Whistleblowing	27
Allegations of Abuse against Staff and Volunteers working with children.....	28
Duties as an employer and employee.....	28
Transferable Risk.....	29
Staff Code of Conduct	29
Initial Considerations	30
Allegation Procedure	30
Talking to the LADO:	31
Suspension	32
Outcomes	33
In respect of malicious or unsubstantiated allegations	34
Supporting those involved	34
Confidentiality.....	35
Managing the situation and exit arrangements	36
Resignations and ‘settlement agreements’	36
Record Keeping	36
On conclusion of a case	37
Our response to an incident / allegation	37
Monitoring and Review of this policy	38
Links to other policies	38
Abbreviations:	39

Appendix 1 - COVID-19 school closure arrangements for Safeguarding and Child Protection at Victory Park Academy	40
Context.....	40
Key Contacts.....	40
Vulnerable Children	41
Attendance Monitoring	42
Risk Assessments for Academy Welfare Visits.....	42
Designated Safeguarding Lead.....	43
Reporting a Concern	43
Safeguarding Training and induction	44
Safer Recruitment/Volunteers and Movement of Staff	44
Online Safety in Schools.....	45
Children and online Safety Away from School.....	45
Supporting Children not in School	46
Supporting Children in School.....	46
Peer on Peer Abuse.....	47
Support from the Multi-Academy Trust	47

Introduction

The Governing body and staff of Victory Park Academy take seriously their responsibility under Sections 175 and 157 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within our Academy to identify, assess, and support those children who are suffering harm.

Staff at Victory Park Academy are committed to a child centred and coordinated approach to safeguarding. At Victory Park Academy, we maintain an attitude of “It could happen here”. When concerned about the welfare of a child, staff should always act in the best interests of the child. Everyone has a role to play in safeguarding children.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. It has been updated to include statutory guidance as outlined in the DfE publication –

‘Keeping Children Safe in Education’ (KCSIE) September 2021 It is a requirement that all staff are issued with and read Part 1 and 5 of KCSIE.

The Designated Safeguarding Lead (DSL) reports annually to the Academy Advisory Board and termly updates are also provided. The Academy Advisory Board

undertakes an annual review of the Academy’s Child Protection policies and procedures, and of the efficiency with which the related duties have been discharged, so that any deficiencies or weaknesses can be remedied without delay.

In compliance with the above-mentioned regulations and guidance, the Trust and its Academies operate safe recruitment procedures encompassing criminal records checks and all other checks as required by the Disclosure and Barring Service (see also Recruitment Policy). No facilities contractor comes on site without the knowledge of the Director of Human Resources and Facilities Manager. Unless the Academy has received a written statement demonstrating safe recruitment practices from the contractor in question, they are accompanied by a member of the facilities team at all times when there are pupils on site. Major works are undertaken out of Academy hours or out of term time wherever possible.

However, it is not simply a matter of implementing policies; the spirit in which we conduct Academy life is of central importance.

Contact Details and information relating to outside agencies

Academy Name	Victory Park Academy
DSL	Charlotte Burch cburch@victorypark.org.uk
Deputy DSL’s	Mark Aspel (maspel@victorypark.org.uk) Siobhan Taylor (staylor@victorypark.org.uk)
LA Designated Officer / Safeguarding advisor	Allison Francis allisonfrancis@southend.gov.uk
Date of last full staff CP training	September 2021
Date of last Safer recruitment training	9 th February 2021
Date of last DSL & Deputy DSL Training	DSL February 2021

Aims & Ethos

As part of the ethos of the Academy we are all committed to:

- Maintaining children’s welfare as a paramount concern in line with ‘Every Child Matters’ ‘Working together to safeguard children 2018’ and ‘KCSIE’ in line with statutory guidance provided in ‘Keeping Children Safe in Education (September 2021).
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that children have a range of
- Appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self-awareness, self- esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the Academy’s responsibility to

- Ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff receive up to date training and support and are able to recognise the signs and symptoms of abuse and are aware of the Academy's procedures and lines of communication. This training is provided fully on a yearly basis to all staff, and regularly updated throughout the year by the DSL.
- We recognise that pupils with Special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding challenges. We offer extra pastoral support for these pupils.
- Monitoring children who have been identified as at risk including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive liaison with other agencies

Roles and Responsibilities

The Academy

The Academy is responsible for ensuring that all action taken is in line with PLT's Safeguarding Children policies and procedures. The child protection process is incorporated within this policy.

The role of the Academy within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The Academy may also have a role in the provision of services to Children in Need and their families.

All governors and staff, including peripatetic, domestic and premises staff in Academy have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The role of the Academy in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

The Designated Safeguarding Lead (DSL)

The Academy nominated DSL is Charlotte Burch. The Academy will ensure that the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads and the Designated Governor, receive updated training yearly also. All staff and volunteers must be provided with induction training that includes child protection. Temporary staff and voluntary staff who work with children are to be made aware of the Academy's arrangements.

The DSL is responsible for:

- Coordinating child protection action within Academy
- Liaising with other agencies
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system in liaison with the Deputy DSL
- Representing or ensuring the Academy is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the Academy's part in child care
- Organising training for all Academy staff
- Liaising with other professionals
- Transferring records when a child changes Academy
- Informing the designated governor of any allegations of child abuse
- The annual review and update of this policy.

The DSL is responsible for ensuring staff including him/ herself receive annual training in the area of safeguarding and child protection. Safeguarding Updates are delivered to all staff by the DSL throughout each academic year.

Staff

All of our staff will read and understand part 1 and part 5 of the KCSIE

And review this guidance annually.

All of our staff will sign a declaration at the beginning of each academic year to say they have reviewed the guidance.

All Staff will be aware of:

- Our systems, including this safeguarding and child protection policy,
- The role and identity of the DSL, and Deputies.
- The behaviour policy
- The safeguarding response to children who go missing from education.
- The Process of reporting concerns and safeguarding issues

Our staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse.

Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate.

Importantly, the training also ensures that our staff know what to do if they receive a report that harmful sexual behaviour may have occurred, including how to support CYP.

RACE Board Members

The Head Teacher will inform their Nominated RACE Board Member of the procedures the Trust has with regards to safeguarding and child protection. They will be informed of any external reports that audit our procedures and policies. Members of Governance will not have access to individual cases that have been referred or to any names of any young people that have been referred. Their role is one of overseeing the law is being complied with and that they are satisfied that Victory Park Academy is discharging its duties robustly.

The Nominated RACE Board Member for CP provides the CEO of the trust with an annual review of Victory Park Academy's child protection policies, including an update and review of procedures and their implementation, and more regularly if required. The details relating to the RACE Board Member's review and report are recorded in the minutes of the meetings at the respective RACE Board.

The RACE Board Members also have a copy of this policy and are welcome to visit any Trust site at any time to see safeguarding in action.

In discussion with the Head of Victory Park Academy, the designated RACE Board Member ensures that all staff have received appropriate training on a yearly cycle.

Parent & Carers

We will always undertake to share our concerns with and support parents/carers but the Academy is required to take into account the safety of the pupil. Professional advice would be sought prior to contacting parents should the need arise.

If you have a concern about the safety and welfare of a child, and think that child may be at risk of significant harm, then please read this policy carefully.

The Designated Safeguarding Lead (DSL) is Charlotte Burch any concern of any kind no matter how trivial relating to Child Protection must be relayed to the DSL without delay. If the DSL is absent, please inform Mark Aspel as Head Teacher and Designated Child Protection Officer (DCPO)

No employee of a PLT Academy setting may offer any guarantee of confidentiality to any parent or child in any matter relating to child protection. All employees have a legal and statutory responsibility to report any disclosure concerning child protection. (See 'What to do if you believe a child is being abused'). Staff must be mindful of the fact that they CAN take a concern directly to 'Social Care.'

It is important that parents and carers understand what is meant by harmful sexual behaviour, and reinforce key messages from school at home. We work in partnership

with parents to support our pupils and want to help them keep their children safe. Parents and carers should understand:

- The nature of harmful sexual behaviour;
- The effects of harmful sexual behaviour on CYP;
- The likely indicators that such behaviour may be taking place;
- What to do if it is suspected that peer on peer sexual abuse has occurred.

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the NSPCC and Lucy Faithfull Foundation websites.

Children and young people

We use relationships, sex and health education (RE or RSE and Health Education curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused, it is never their fault.

We help our pupils to develop the skills to understand:

- What constitutes harmful sexual behaviour?
- That such behaviour is not acceptable; that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.

We understand our pupils may not always feel able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

Staff Training

All staff including temporary and volunteers, are provided with induction training that includes:-

- The Academy's Child Protection and Safeguarding Policy
- Staff Code of Conduct
- The identity of the DSL
- A copy of Part 1 and Part 5 of KCSIE
- The Behaviour Policy
- The Academy's response to Children Missing Education

Child Protection Policy

What does significant harm mean?

All staff in Academy should be aware of and have been trained to recognise the signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Some indications of possible abuse

- Unusual, even bizarre behaviour
- Unexplained injuries
- Emotional withdrawal – showing lack of trust in adults
- Eating problems
- Not growing or putting on weight
- Timid and withdrawn
- Over-demanding, mood swings, aggressiveness
- Poor academic work, under-achievement
- Tiredness
- Poor attendance
- Unwillingness to get changed in view of others
- Unusually large sums of money or expensive belongings.

Behaviour that is out of character for a given pupil is not in itself an indication of abuse. Any staff member concerned about a pupil's behaviour or demeanour should however report it to in the first instance to the Class Teacher who is in a better position to see the fuller picture and may already have other evidence leading to concern.

Working Together to Safeguard Children

At Victory Park Academy we believe in working together to safeguard children. We work with multi Agency. MASH + Southend MASH@southend.gov.uk for all initial concerns, questions and referrals.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together

to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- “The local authority (LA)”
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area.”

Referring to social care

All Victory Park Academy staff members have a duty to identify and respond to children who may be in need of help or protection. All staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training, as required, but at least annually.

Any member of staff supply staff and volunteer or visitor to Victory Park Academy who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child’s welfare, must report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, Designated Child Protection Officer (DCPO) so that discussion can take place regarding whether any support for the child can be managed internally via the academy’s own pastoral support process, or if an Early Help assessment is indicated, or a referral to Children’s Social Care and/or the Police.

The contact details for the DSL, DDSL and the DCPO’s are prominently displayed in the academy to ensure that all members of the academy community have unfettered access to safeguarding support.

In the absence of the Designated Safeguarding Lead and DCPO, the matter should be brought to the attention of the most senior member of staff. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to Social Care/Police where there is suspected or actual risk of harm to a child.

Safeguarding referrals must be made to MASH (Multi Agency Services Hub) by phone (01702 215007/out of hours 0345 6061212) and supported by an email with a completed EHFSA the same day. Referrals to be submitted electronically to: Referrals using the EHFSA form to: MASH@southend.gov.uk

The Early Help Family Support Assessment (EHFSA) is used to support a child protection referral. (The EHFSA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend SSCP website and Southend Learning Network. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. This can be used to submit a second or third referral, evidencing history of concerns, and is available through the DSL and DCPO’s.

In cases where there are immediate safeguarding concerns a telephone referral to Social Care and/or the Police can be made and must be confirmed in writing within 48 hours, using the EHFA form to provide the information required.

Requests for information about a child from social care can be made via telephone. Duty Social Workers are available on 01702 534496. The DSL will deal with all such requests and will ask for:

- The name of the child concerned
- The nature of the concern
- The exact information that is required – i.e. behaviour in class, appearance, attendance, academic achievement, friendships, contact with parents, any recent and notable concerns
- The name and contact details of the social worker
- The date and time of the first contact will be noted on an initial concern form

Please do not give information over the phone as this can be misinterpreted and misrepresented. Instead politely request answers to the questions above and respond to the request within the hour.

Children subject of a Child Protection Plan

The DSL will inform staff who have direct pastoral responsibility for pupils who are the subject of a child protection plan. These children must be monitored very carefully and the smallest concern should be recorded on sleuth and passed immediately to the DSL or DCPO in the DSL's absence. The DSL keeps chronological records of any incidences / concerns reported to them.

Mental Health

All staff should also be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnoses of a mental health problem. Staff however, are well places to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or to be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or deputy.

Useful guidance links: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and <https://www.gov.uk/.../mental-health-and-behaviour-in-schools> and <https://learning.nspcc.org.uk/.../promoting-mental-health-wellbeing> .

See Rise Above <https://riseabove.org.uk> for links to all material and lesson plan for social media, forming positive relationships, smoking and alcohol.

What other areas of child protection must staff be aware of as someone who works in an Academy setting?

Contextual Safeguarding

ALL staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. ALL staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

Any concerns relating to these are reported in the usual way to the DSL in the Academy.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength and access to economic or other resources. In some cases, the abuse will 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. The abuse can be perpetrated by individuals or gangs, males or females, and children and 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.

Signs that a child may be being exploited:

- Going missing from home, care or education
- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people or antisocial groups or with other vulnerable peers
- Associate with other young people involved in sexual exploitation

- Involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Be involved in petty crime such as shop lifting
- Have unexplained physical injuries
- Have changed their physical appearance

Children who are sexually abused exhibit some or all of the following:

- Avoid being alone with people such as family members or friends
- Seem frightened of someone or reluctant to socialize with them
- Sexually active at a young age
- Be promiscuous
- Use sexual language or know information that you wouldn't expect them to know
- Have soreness in the genital area
- Have STDs
- Pregnancy

Children who are being groomed may:

- Be very secretive, including what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primary crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "dead line"

Exploitation is an integral part of the County lines offending model with children and vulnerable adults exploited to move, store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can become trapped by this type of exploitation as county line gangs create drug debts and can threaten serious violence toward them and their families if they attempt to leave the county lines network.

Identifying potential involvement are missing episodes from school or home. Any concerns should be raised as soon as possible with Op Censor.

Useful links:

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

and

www.youth.gov/feature-article/gang-prevention-overview-research-and-programs

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely effected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have to leave the family home as a result.

National Domestic Abuse helpline 0808 2000247

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

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse>

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

<https://safelives.org.uk/.../spotlight-3-young-people-and-domestic-abuse>

Female Genital Mutilation (FGM)

Female Genital Mutilation Risk and safeguarding <https://www.gov.uk/female-genital-mutilation>

Any concerns relating to this are reported in the usual way to the DSL in Victory Park Academy. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

ALL staff are legally obliged to report this if they suspect that a girl has been the victim of such abuse.

Warning signs that FGM may be about to take place:

- The family belongs to a community in which FGM is practiced
- The family is about to take the child on holiday (arranging vaccinations or planning absence from Academy)
- The child may also talk about a special procedure or ceremony

Signs that FGM may have taken place:

- Prolonged absence from Academy
- Noticeable change in behaviour on return
- Possibly some bladder or menstrual problems
- May find it difficult to sit still and look uncomfortable
- May complain about pain between their legs

What staff can do?

- Talk to the child about your concerns – use simple language and straightforward questions
- Be sensitive and let them know they can talk to you again
- Follow the child protection procedures within your site – a referral to social care and to the police must be made if the child has disclosed something to you (Mandatory reporting duty)
- Call the NSPCC FGM helpline on 0800 028 3550

Forced Marriage

The Right to Choose: Multi Agency statutory guidance for dealing with forced marriage <https://www.gov.uk/guidance/forced-marriage>

Any concerns relating to this are reported in the usual way to the DSL in Victory Park Academy.

The reasons given by parents who force their children to marry include, protecting their children, building stronger family links; protecting family honour, retaining / acquiring wealth and appeasement etc.

How to spot if forced marriage is about to happen:

- A family history of older siblings leaving education and marrying early
- Depressive behaviour including self-harming and attempting suicide
- Unreasonable restrictions such as being kept at home by their parents or being unable to complete their education
- A child being in conflict with their parents
- A child going missing / running away
- A child always being accompanied to Academy and doctor appointments

- Talking about an upcoming family holiday they are worried about
- Direct disclosure of being forced to marry

Disclosures of this nature will be treated as any other disclosure and taken to the DSL immediately. The DSL can then seek advice from the Forced Marriage Unit where experienced caseworkers will be able to offer support and guidance 0207 008 0151 or www.fco.gov.uk/forcedmarriage .

Honour based violence

Honour Based violence is a violent crime or incident which may have been committed to protect the honour of the family. All cases are to be taken to the DSL immediately.

<https://cpdonline.co.uk/knowledge-base/safeguarding/what-are-the-types-of-honour-based-violence/>

Radicalisation and Extremism

‘The Prevent Duty: Departmental Advice for Academies and childcare providers’

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Victory Park Academy encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in Victory Park Academy and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. (Please see PREVENT policy)

Preventing extremism in schools and children's services

Email: counter.extremism@education.gov.uk

Telephone: 020 7340 7264

Children Missing Education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. At Victory Park Academy we recognise that a child missing education is a potential indicator of abuse or neglect and will follow the academy procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Victory Park Academy complies with Government guidelines, <https://www.gov.uk/government/publications/children-missing-education> and Southend on Sea Borough Council Early Help and Family Support Children Missing Education Guidance. Victory Park Academy must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the academy has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

Safeguarding training includes a focus on CME. All staff understand the risks for children that are not attending academy. Prior to making CME referrals, Victory Park Academy will make every effort to identify the whereabouts of a pupil and the resolve reasons for non-attendance whether internally or by seeking the support of partner agencies.

Peer on Peer Abuse

Where there is a concern that one or more pupils have been abusing another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the procedures that are initiated in this policy come into force with any such abuse being referred to local agencies. Staff must be mindful of the need to support the pupil perpetrating the abuse as well as the victim and this should be viewed as an indicator that the perpetrator has or is experiencing serious harm themselves.

We recognise that any form of peer on peer abuse is unacceptable and we do not tolerate 'banter' or any excuse for students to harm their peers in any way.

Peer-on-peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children

Where there is a concern that one or more pupils have been abusing another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the procedures that are initiated in this policy come into force with any such abuse being referred to local agencies. Staff must be mindful of the need to support the pupil perpetrating the abuse as well as the victim and this should be viewed as an indicator that the perpetrator has or is experiencing serious harm themselves.

We recognise that any form of peer on peer abuse is unacceptable and we do not tolerate 'banter' or any excuse for students to harm their peers in any way. It is normal for some children and young people (CYP) to display sexualised behaviour towards their peers as they develop. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Our school recognises that CYP are vulnerable to and capable of abusing their peers sexually. We consider any allegation of peer on peer sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as 'banter', 'just having a laugh' or 'part of growing up'. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate. This policy is in line with the safeguarding requirements in Keeping Children Safe in Education (Department for Education ('DfE'), 2021), which we must work to; Part 5 of the Keeping Children Safe in Education statutory guidance sets out how schools should manage reports of child-on-child sexual violence and harassment. This policy also links to the guidance issued by the DfE in 2018: Sexual violence and sexual harassment between children in schools and colleges

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.
- Initial review meeting
- Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
 - Whether there is an immediate risk to pupil(s)
 - If a referral needs to be made to the police and/or children's social care
 - If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
 - What further information is required to decide on the best response?
 - Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
 - Whether immediate action should be taken to delete or remove images or videos from devices or online services.
 - Any relevant facts about the pupils involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
 - Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and Semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the head teacher and other members of staff as appropriate, may decide to respond to the incident without

involving the police or children's social care. The Decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through Arrangements, a police community support officer, local neighbourhood police, Dialling 101].

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these Incidents.

The sexual abuse of children by other children is a specific safeguarding issue in education.

We recognise that it is more likely that girls will be victims of and boys perpetrators, but that ALL peer-on-peer abuse is unacceptable and will be taken seriously.

Channel

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. <https://www.gov.uk/government/publications/channel-guidance>

Up Skirting

Which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal

offence and constitute sexual harassment.

<https://www.gov.uk/government/news/upskirting-know-your-rights>

Harmful sexual behaviour

Harmful sexual behaviour can manifest itself in many ways. This may include:

- Inappropriate or unwanted sexualised touching;
- Sexual violence and sexual harassment;
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; pressurising, forcing, or coercing someone to share nude images (known as sexting or youth produced sexual imagery);
- Sharing sexual images of a person without their consent;
- Bullying of a sexual nature online or offline, for example sexual or sexist name-calling.

Our school also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour.

CYP can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYP are travelling home.

How we seek to minimise the risk of harmful sexual behaviour

The principle aim of our approach is to foster the conditions in which our pupils can aspire to and realise safe and healthy relationships, at school and as they continue in life. We work to a culture in which the voice of our CYP is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

A disclosure has been made, what should I do?

Any member of staff who has a concern for a child or young person however insignificant this might appear to be, should discuss this with the DSL as soon as is practically possible that same day. Any sharing of concerns will be noted down on 'Sleuth' (purple button), cause for concern. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

This also applies where it is suspected that one or more pupils are abusing another pupil 'where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.'

If a child makes a disclosure of abuse to a member of staff, they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Do not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what will be done next and to whom they will talk. Explain that confidentiality cannot be promised to a pupil making a disclosure
- Record the conversation as soon as possible
- Inform the DSL

Record keeping

Any incident, disclosure or unexplained change of behaviour in a child that gives cause for concern will be recorded on Sleuth, every member of staff is issued with their log on details. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis. Every member of staff who have completed a Cause for Concern' Sleuth report shall receive feedback within 24 hours.

Information to be recorded

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken

The details above are vital to the information gathering process and do not constitute an investigation.

Storage of Records

Sleuth is an online behaviour tool used to record, store and track confidential safeguarding concerns. Sleuth provides a secure means for all staff to record and refer concerns related to safeguarding.

Authorised staff, usually the Designated Safeguarding Lead(s), can then use Sleuth to manage concern referrals confidentially, tracking each step taken to follow-up the concern and record any outcomes.

As Sleuth is also being used to track a pupil's behaviour, personal development and support, this information can all be used to investigate and assess concerns raised and to monitor the impact of additional support and interventions put in place.

The Safeguarding Concerns module allows the following:

- DSLs to efficiently manage their caseload, tracking the status, progress and outcomes of concerns raised.
- Use a range of 1-click reports to monitor and evaluate activity and outcomes for case conferences and strategy meetings;
- Provide detailed profiling of an individual's behaviour and history of interventions is
- Available to inform an investigation and to plan appropriate support
- Ensure a secure, central record of information about concerns raised; detailed comments that have been recorded and any files related to the concern and its investigation be attached (e.g. letters, photos, meeting notes, phone transcripts)

In addition, Multi-factor authentication offers an additional layer of security for accessing concern records and a complete and tamper proof audit trail is maintained by Sleuth for any changes and updates to safeguarding concerns.

Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers have a mentor or coordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Safeguarding all children

It is important that all employees at any PLT Academy are aware of their responsibilities inside the workplace both to the children and to one another. All staff should ensure that they have read and understand all relevant documentation.

Please also read the staff handbook as this has more detail of safer working practices that staff are expected to uphold.

E-Safety

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns. Our Acceptable Use policy recognises that internet safety is a whole Academy responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

The Trust is fully compliant with LGFL filters that block inappropriate materials for children, without 'over-blocking'. Any websites that are inappropriate and appear in front of pupils, are reported by the teacher. Those sites are then blocked.

Information Sharing - Data Protection Act 2018 – GDPR

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for Victory Park Academy and RACE Board members to recognise the importance of information sharing between practitioners and local agencies.

It is important that all staff are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The appropriate RACE Board member should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

<https://www.gov.uk/government/publications/safeguarding-practitioners-providing-Safeguarding- Services-to-Children-young-people-parents-and-carers>

<https://www.gov.uk/.../organisations/information-commissioner-s-office>

<https://www.gov.uk/.../publications/data-protection-toolkit-for-schools>

Photography and use of images

The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or

by displaying them inappropriately on the internet, particularly social networking sites.

For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly Looked after Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked after Children).

Only Academy cameras are to be used to take appropriate photographs of the children. No photographs are to be taken of children with a mobile phone. These photos are only to be used and stored on Academy equipment within the Academy for record keeping purposes and must never be appropriated for staff use.

Mobile phones and/or cameras should not be used to take photographs or video images in and/or on Academy trips.

Mobile Phone Procedures

There are landlines sited in different locations around the Academy for calls relating to Academy business and these are available for staff to use when necessary. In Victory Park Academy, these phones are situated in:

- The main admin office
- The SLT office at site entrance
- Staff room

All staff must comply with the Academy Mobile Phone Policy that prohibits staff from having a mobile phone with them when interacting with pupils. All Mobile devices should be turned off or put on silent, be locked away in the Staff room during the school day and accessed only during non-pupil contact time. Staff should inform their personal contacts that they may be contacted via the Academy phone number but this should only be for important/urgent reasons. All contacts whilst at work should be via the office on the Academy phone number. If an urgent/emergency call is expected then the member of staff should inform the office and request that in the event of an expected call coming in they will be informed and released to take the call without delay. They must ensure that staff/pupil ratios are adequate to enable them to take their call. The Head Teacher and DSL are permitted to carry an Academy mobile phone discreetly.

The mobile phone Policy applies at all times when staff are working with pupils, including on educational visits, where Academy phones are provided. See 'Educational Visits Policy'.

Safer Recruitment and Selection of Staff

The PLT and its Academies has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the Academy's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

All staff working within our Academy who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.

Our governors are subject to an enhanced DBS check and enhanced barred list check -this includes section 128 checks

The Academy maintains a single central record of recruitment checks for audit purposes.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors' book and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and: Will be asked to show their DBS certificate, which will be checked alongside their photo ID; The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All Victory Park Academy staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the Academy's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Head of Victory Park Academy should be raised with the Chair of the RACE Board or CEO Mark Jordan.

General guidance on whistleblowing can be found via:

<https://www.gov.uk/whistleblowing>

<https://www.nspcc.org.uk/.../dedicated-helplines/whistleblowing-advice-line>

Advice is available as an alternative route for staff who do not feel able to raise a concern regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – lines available 8.00 AM to 8.00 PM Monday to Friday and email: help@nspcc.org.uk

Allegations of Abuse against Staff and Volunteers working with children

This policy follows the Government guidance Keeping Children Safe in Education 2021

Duties as an employer and employee

It is essential that any allegation of abuse made against a member of staff, students on placement or volunteers, in our Academy is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The person to take your concerns to is the Head Teacher or DSL. If your concern is about the Head Teacher or DSL, please contact the CEO, Mark Jordan.

This policy will be used in respect of all cases in which it is alleged that a member of staff (Including a volunteer, student) has:

- Behaved in a way that has harmed a child, or may have harmed a child (see above for definition of harm);
- Possibly committed a criminal offence against or related to a child; or,
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This will include cases of verbal abuse.

As an employer:

- The Academy will ensure all unnecessary delays will be eradicated
- The Academy will not undertake its own investigation of an allegation without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police.
- The Academy will note that in borderline cases discussions with the LADO can be held informally and without naming the Academy or individual
- The Academy will provide information so that enquiries and assessment by Social Care about whether a child is in need of protection or in need of services can be undertaken.
- The Academy will consider disciplinary action in respect of an individual if necessary.

Members of staff who are currently working in any Academy or college regardless of whether the Academy or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Transferable Risk

Where a member of staff or volunteer is involved in an incident outside of the school which did not involve children but could have an impact of their suitability to work with children. Victory Park Academy will need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

If this should be with regards to supply staff, Agencies should be fully involved and co-operate in any enquiries, but Victory Park Academy will take the lead as the agency won't be able to collect the necessary information.

When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies.

Staff Code of Conduct

The Staff Code of Conduct (Staff Code of Conduct Policy) is an important document to read in tandem with this policy as they are intrinsically linked. The staff handbook also contains important information with regards to safeguarding.

All Victory Park Academy staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention is only used when the child is endangering themselves or others and such events are recorded using 'Sleuth'. Staff should be aware of Victory Park Academy's own Behaviour Management Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All Victory Park Academy staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

More detailed information regarding the Staff Code of Conduct and safer working practices is available from the main office. These documents are given to all staff when they join and reviewed on a yearly basis to all staff.

All Academy staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

More detailed information regarding the Staff Code of Conduct and safer working practices is available from the Academy office. These documents are given to all staff when they join and reviewed on a yearly basis to all staff.

Initial Considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to the Academy attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

Allegation Procedure

The first person hearing the allegation will:

- Treat the matter seriously, avoid asking leading questions and communicate with the child in a manner appropriate to the child's understanding and communication style.
- Report on sleuth, (purple button), where possible in the child's own words stating when the alleged incident took place, who was present and what was said to have happened.
- Report the matter immediately to the Head of Victory Park Academy. The Head of Victory Park Academy will:
- Investigate the matter
- Record any other information about times, dates and location of any incident and the names of any potential witnesses.

The Head of Victory Park Academy will then consider if the allegation meets any of the criteria below:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child or,
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- This will include cases of verbal abuse

If the allegations do meet the criteria above then it will be reported to the Local Authority Designated Officer (LADO) within one working day. Referral to the LADO will not be delayed in order to gather any further information.

Talking to the LADO:

1. Together with the Head Teacher, the LADO considers the nature, content and context of the allegation and agree a course of action. The LADO may ask the Head Teacher to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the Head Teacher will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Head Teacher should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.
2. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the Head Teacher and the LADO and agreement reached on what information should be put in writing to the individual concerned and by whom. The Head Teacher should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.
3. The Head Teacher should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the Head Teacher provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the Academy or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see further information on suspension which follows).
4. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working together to safeguard children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other Academy and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
5. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the Head Teacher. In those circumstances, the options open to the Academy or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further

action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

6. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the Head Teacher how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the Academy staff.
7. However, in other circumstances, such as lack of appropriate resource within the Academy, or the nature or complexity of the allegation, the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations.

Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the Head Teacher to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported:

Suspension should be considered only in a case where there is cause to suspect a child or other children at the Academy is/are at risk of harm or the case is so serious that it might be grounds for dismissal. The Head Teacher will wish to seek advice from Human Resources and the LADO. In cases where the Academy or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the Academy or college, it will be necessary to immediately suspend that person from teaching pending the findings of the National College for Teaching and Leadership's (NCTL) investigation.

The Head Teacher should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the Head Teacher should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

Redeployment within the Academy so that the individual does not have direct contact with the child or children concerned;

- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the Academy so the individual does not have unsupervised access to children;

- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative Academy within the academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the Head Teacher to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Head Teacher, Directors or CEO, or governing bodies of the Academy.

However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Outcomes

If after initial consideration between the Head Teacher and the LADO it is clear that police or social care investigations are not necessary, the Academy will be guided by the LADO as to the most appropriate action. The nature and circumstances of the allegation and evidence will determine the next course of action. If the nature of the allegation does not require formal disciplinary action, appropriate action will be instituted within 3 working days.

If a disciplinary hearing is required and can be held without any further investigation, the hearing will be held within 15 working days and subsequent procedures, as outlined in the Grievance and Disciplinary Procedures will be followed.

If, on conclusion of the case, it is decided that the person can return to work, the Head Teacher will consider how best to facilitate the return and provide relevant support to the staff member and consider how to best manage the person's contact with the child who made the allegation.

The parents/carers of the child will be kept fully informed of any decisions/action taken by the Senior Leadership Team.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** there is no evidence or proper basis that supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where possible.

The Head Teacher should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with

colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the Head Teacher should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 163). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, the Academy makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication, (publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public) of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same Academy (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to

depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.)

The Head Teacher should take advice from the LADO, police and children's social care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if, and when, it should arise.

Managing the situation and exit arrangements

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS must be made, if the criteria are met.** If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the Academy or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the Academy or college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record Keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed

up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

On conclusion of a case

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the Head Teacher and Human Resources whether the Academy will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the case of a member of teaching staff, whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Head Teacher should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Head Teacher should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the Academy or college.

Our response to an incident / allegation

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any CYP reporting a concern will be treated respectfully. We will reassure them that they are being taken seriously and that they will be supported and kept safe; no CYP will be given the impression that they are creating a problem by reporting abuse or made to feel ashamed.

Our staff will never promise confidentiality to the CYP as the concern will need to be shared further. The school's Designated Safeguarding Lead will need to be informed as soon as possible of any incident and the details may also need to be shared with

Children's Social Care / the police and other specialist agencies. We have in place effective working relationships with our safeguarding partners, which are essential to ensuring that concerns are appropriately managed.

We will explain next steps to the CYP so they understand what will happen, including who will be informed. Where the CYP already has Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate.

Monitoring and Review of this policy

All Academy staff on each PLT site, all members of The Academy Advisory Board, and the executive leadership team, will have a copy of this policy and will have the opportunity to consider and discuss its contents, so everyone at all levels of leadership and responsibility will understand how to hold each other to account as far as safeguarding and child protection is concerned.

Reviews of safeguarding procedures take place annually and are completed by the designated safeguarding member of each Academy Council Advisory Board. The review takes the form of a visit to the Academy to meet with the DSL and/or deputy DSL, scrutiny of any documentation relating to safeguarding and discussions with the staff.

Should any deficiencies or weaknesses in our procedures and processes be highlighted at any time, an immediate review will take place by the DSL and the Designated Governor and the revised procedure will be issued with immediate effect.

All staff have access to this policy and have signed to the effect that they have read and understood its content.

Links to other policies

In addition to protect themselves, their colleagues and the children in their care all employees must have read the following policies:

- Anti-Bullying (including internet and mobile 'phone bullying)
- Behaviour Policy
- Staff Code of Conduct
- Disability and Equality
- Drugs and Substance Misuse
- Equality & Diversity
- E Safety
- First Aid
- Health and Safety
- Management of Allegations made against Staff

- Recruitment and Selection
- Educational Visits Policy
- Mobile Phone Policy
- Staff Handbook
- Positive Handling Policy
- Whistleblowing Policy

Abbreviations:

CME	Child Missing Education
CSE	Child Sexual Exploitation
DCPO	Designated Child Protection Officer
DSL	Designated Safeguarding Lead
EHFSA	Early Help Family Support Assessment Form
FGM	Female Genital Mutilation
KCSIE	Keeping Children Safe in Education (Document)
LADO	Local Authority Designated Officer
PLT	Parallel Learning Trust

Appendix 1 - COVID-19 school closure arrangements for Safeguarding and Child Protection at Victory Park Academy

1	Context
2	Key Contacts
3	Vulnerable Children
4	Attendance Monitoring
5	Designated Safeguarding Lead
6	Reporting a Concern
7	Safeguarding Training and Induction
8	Safer Recruitment/Volunteers and Movement of Staff
9	Online Safety in Schools
10	Children and Online Safety Away from School
11	Supporting Children not in School
12	Supporting Children in School
13	Peer on Peer Abuse
14	Support from the Multi-Academy Trust

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice.

From 3rd September 2020 Following Government guidelines all children are expected to be in education

From 4th January 2021 Following Government guidelines – Victory Park Academy will be closed to pupils for two inset days – Welfare calls to be made home – visits where deemed appropriate – 6th, 7th, 8th January remote learning – vulnerable children to be on site to be taught face to face. Strict distancing rules apply. Lateral flow testing expectations and PCR tests are to be used to test pupils and staff weekly

This addendum of the Victory Park Academy Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the aforementioned areas.

Key Contacts

Role	Name	Email
Designated Safeguarding Lead	Charlotte Burch	cburch@victorypark.org.uk
Deputy Designated Safeguarding Lead	Siobhan Taylor	staylor@victorypark.org.uk

Role	Name	Email
Head Teacher	Mark Aspel	maspel@victorypark.org.uk
Trust Safeguarding Manager	Melanie Hall	mhall@victorypark.org.uk
Chair of Governors or equiv.	John Wotherspoon	jwotherspoon@plt.org.uk

Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children.

This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Sarah Greaves

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Victory Park Academy will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Victory Park Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Victory Park Academy will encourage our

vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Victory Park Academy and social workers will agree with parents/carers whether children in need should be attending school – we will then follow up on any pupil that they were expecting to attend, who does not.

We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently does not attend.

To support the above, Victory Park Academy will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Victory Park Academy will notify their social worker.

Risk Assessments for Academy Welfare Visits

Announced and Unannounced) during the Pandemic 2020. Victory Park Academy reserves the right to conduct welfare visits to check the welfare of all pupils and challenge both poor attendance and lack of important place of resident data including, up to date contact information. Where information is not up to date on the school system and after several attempts at engaging with parents/carers/social care to gain additional information or the see a pupil in situ, including delivering work and/or free school meals, unannounced visits will take place. Concerns around a child's welfare will in the first instance be lack of attendance from the pupil where due to either meaningful dialogue with parents/carers or an absence of dialogue with parents/carers has not achieved any allowed progress, and over a long period of time or where attendance patterns have emerged (e.g., after a weekend where a child has knowingly visited another relative) Victory Park Academy will continue to work in partnership with all external agencies and the Local Authority to do our part in the timely and relevant sharing of key information.

During all visits, colleagues will adhere to the Lone Working Policy Guidelines and follow all up to date Government Guidelines on the Best Practice from professionals in Education and Welfare including HANDS-FACE-SPACE, applying the 2 metre distancing rule & donning of masks.

Where important information needs sharing, colleagues can remove face mask, so long as social distancing is maintained and reapply accordingly.

Colleagues will work as pairs.

Colleagues will not enter a property, however if concerns about a pupil remain, information will be shared with key agencies including the Local Authority, MASH and possibly the police.

Visit concerns may include, but not exhaustively:

- No parents/carers available yet the pupil is at home & is not of suitable age or capability
- The pupil cannot be actually seen during a visit
- Pupil is at home with other siblings (of appropriate age) but are deemed inappropriate to provide adequate supervision.
- The pupil not being at home

In such situations, colleagues will honour best practice and hope to gain an eye witness account of the pupil on roll and engage in a brief dialogue. Professionals hope to gain a clear understanding of the welfare of the pupil at this stage and any concerns will be picked up in demeanour/mental health immediately. Appropriate authorities will then be contacted if concerns are raised including MASH, Local Authority and possibly the police.

Under our duty of care to our pupils, we will always work within the principle that the 'welfare of the child is paramount' (Children Acts 1989 and 2004). If consequently, issues arise from our approach, the Complaints procedure is available to parents /carers.

Designated Safeguarding Lead

Victory Park Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL. The Designated Safeguarding Lead is: Charlotte Burch. The Deputy Designated Safeguarding Lead is: Siobhan Taylor.

The optimal scenario is to have a trained DSL (or deputy) available on site.

Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a DCPO senior leader will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection online management system, Safeguard Software, and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Victory Park Academy staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via Safeguard software, which can be done remotely. In the unlikely event that a member of staff cannot access their Safeguard software from home, they should

email the Designated Safeguarding Lead, Head teacher and the Trust Safeguarding Manager. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the head teacher. If there is a requirement to make a notification to the head teacher whilst away from school, this should be done verbally and followed up with an email to the head teacher. Concerns around the Head teacher should be directed to the Chair of Governors: John Wotherspoon.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Victory Park Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer Recruitment/Volunteers and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Victory Park Academy will continue to follow the relevant safer recruitment processes for

their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

While the current Public Health and government guidelines, in regards to COVID-19, continue Learning in Harmony Trust schools will not have any volunteers in regulated activities with pupils on our sites.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Victory Park Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online Safety in Schools

Victory Park Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online Safety Away from School

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and, as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct. Victory Park Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All online lessons need to be cleared by Head Teachers/ Head of School or the person deputising for them while they are out unwell or on holidays.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background environment should be considered.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background. • Staff must only use platforms provided by Learning in Harmony Trust to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

Supporting Children not in School

Victory Park Academy is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on Safeguard software, as should a record of contact have been made.

The communication plans can include; remote contact or phone contact.

Other individualised contact methods should be considered and recorded. Victory Park Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Victory Park Academy recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers.

Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting Children in School

Victory Park Academy is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on Safeguard software where necessary.

Where Victory Park Academy have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust.

Peer on Peer Abuse

Victory Park Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE (Sept 2021) and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on Safeguard Software and appropriate referrals made.

Support from the Multi-Academy Trust

PLT Central team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.