# MULTI-ACADEMY TRUST
# SAFEGUARDING POLICY

| Responsible for Policy | CEO/Executive Principal |
|---|---|
| Date Last Reviewed | October 2018 |
| Approved by Trust Board | 15.11.18 |
| Review Date | September 2019 |

## Policy Consultation & Review

This policy is available on our Trust & Academy website and is available on request from the School/Academy office. We also inform parents and carers about this policy when their children join our School/Academy and through our School/Academy newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and Behaviour Policy. In addition, all members of staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2018) and are made aware of the role of the designated safeguarding team, as well as everyone's responsibility for monitoring attendance to help prevent children missing from education.

This policy will be reviewed in full by the Board of Trustees on an annual basis.

The policy was updated September 2018 in light if new statutory guidance, Keeping Children Safe in Education 2018.

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LEAP MAT Safeguarding Policy 2018

## 1.    PURPOSE & AIMS

1.1    The purpose of LEAP Multi-Academy Trust (Brinsworth Academy, Dinnington High School and Eckington School) safeguarding policy is to ensure every child who is a registered student at one of our Schools/Academies is safe and protected from harm.  This means we will always work to:-
- Protect children and young people at our Academies from maltreatment
- Prevent impairment of our children's and young people's health or development
- Ensure that children and young people at our Schools/Academies grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable children and young people at our Schools/Academies to have the best outcomes.

1.2    This policy gives clear direction to staff, volunteers, visitors and parents/carers about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students at our Schools/Academies.

1.3    Our Schools/Academies fully recognise the contribution they make to protect children from harm and supporting and promoting the welfare of all children who are registered students at our Schools/Academies.  This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

1.4    This policy applies to all students, staff, parents/carers, Ambassadors, Trustees, volunteers and visitors.

## What is Abuse?

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.**   Abuse and neglect are forms of maltreatment of a child.  Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.  Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.  They may be abused by an adult or adults, or another child or children. (See Appendix 2 for more detailed definitions)

- Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation, Honour Based Violence, Domestic Abuse, Peer on Peer abuse, Sexual Harassment and Violence, Child Criminal Exploitation, Children and Court System, Family Members in Prison, Preventing Radicalisation can be found in Appendix 2, which is taken from Part One of 'Keeping Children Safe in Education 2018 Annex A'.  Information about the indicators of abuse is also found  at www.derbyshirescb.org.uk.

- Staff should refer to the Staff Planner for a summary of signs and indications of abuse, with further details in KCSE paragraphs 43 – 53.  Staff should be particularly aware of vulnerable groups of students including
  - Students with SEND
  - Young carers
  - Students drawn into antisocial/criminal behaviour
  - Students who frequently go missing
  - Looked after children, returning from care, privately fostered
  - Students misusing drugs/alcohol

- Students at risk of modern slavery, trafficking or exploitation, radicalisation
- Students living in challenging family situations
- Students showing early signs of abuse and/or neglect

## Early Help and support for children in need

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Derbyshire to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. We will monitor and review cases and 'step up' should the child's situation not appear to be improving or is getting worse.

## 2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our Schools/Academies will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at our Schools/Academies will be able to talk freely to any member of staff if they are worried or concerned about something.

**2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children.** We recognise that all staff in our Academies play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** The best interests of the child must be at the centre of everything we do.

**2.3** All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Our curriculum lessons along with our morning guidance provision with form tutors play a significant role in raising awareness with students about how to stay safe, including e-safeguarding. We use outside agencies and theatre in education events to complement the work of staff around issues such as CSE/grooming, domestic violence and positive relationships.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).
Link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

## 3.    ROLES AND RESPONSIBILITIES

| Role | Name | Contact details |
|------|------|-----------------|
| Eckington School Designated Safeguarding Lead | Ms N. Turner | 01246432849 |
| Eckington School Safeguarding Team | Mrs R.Price<br>Mrs A.Gregory<br>Mrs L. Moor | admin@eckington.derbyshire.sch.uk |
| Named Safeguarding Trustee | Mrs K Bottomley | admin@leap-mat.org.uk |

3.1    It is the responsibility of *every* member of staff, volunteer and regular visitor to our Schools/Academies to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at each School/Academy. This includes the responsibility to provide a safe environment in which students can learn.

**The Board of Trustees**
3.2    The Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees takes collective responsibility to safeguard and promote the welfare of our students, we also have a named Trustee who champions safeguarding within the Multi-Academy Trust.

3.3    The Board of Trustees will ensure that:-
- The safeguarding policy is in place and is reviewed annually, is available publicly via our School/Academy website and has been written in line with Local Authority guidance and the requirements of the Derbyshire Local Safeguarding Children Board (DLSCB)/Safeguarding Partnership policies and procedures.

- Each Academy in this Trust contributes to inter-agency working in line with Working Together to Safeguard Children (2018).

- Each Academy has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via Starting Point) if they are concerned that an individual might be vulnerable to radicalisation.

- Each Academy has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- A member of the senior leadership team in each School/Academy is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

LEAP MAT Safeguarding Policy 2018

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping children safe in Education', the staff code of conduct and Behaviour Policy.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.

- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2018) and also Derbyshire Local Children's safeguarding Board.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Board of Trustees/Ambassadors will receive a safeguarding report at each meeting. It will not identify individual students.

**The Principal**
3.5 Within LEAP Multi-Academy Trust each Principal is responsible for:-
- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternative member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Board of Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaise with the LADO, via Starting Point, in the event of an allegation of abuse being made against a member of staff.

**The Designated Safeguarding Lead**
3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL/DSL team at each School/Academy will ensure appropriate representation of the SchoolAcademy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely through the use of CPOMS.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Derbyshire LSCB.

## 4. TRAINING & INDUCTION

4.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. When new staff, Trustees, Ambassadors, volunteers or regular visitors join our Schols/Academies they will be informed of the safeguarding arrangements in place. They will be given a copy of our LEAP safeguarding policy along with the staff code of conduct, KCSE Part I and the Behaviour Policy and told who our Designated Safeguarding Lead/Safeguarding team are.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our School/Academy and the remit of the role of the Designated Safeguarding Lead.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with '*Keeping Children Safe in Education'* (2018) and advice from Derbyshire LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors and volunteers to our Schools/Academies will be given a set of our safeguarding procedures; they will be informed of whom our DSL and DSL Team are and what the recording and reporting system is.

4.5 The DSL, the DSL team and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Derbyshire Local Safeguarding Children's Board at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 Our Board of Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our Academy. Training for Trustees to support them in their safeguarding role is available from Governor Development Service.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Honour Based Violence, Children Missing from Education and Preventing Radicalisation, Peer on Peer abuse, Sexual Harassment and Violence, Homelessness, Courts System and Family Members in prison as well as other key areas. In addition, local guidance can be accessed via Derbyshire LSCB at www.derbyshire.scb.org.uk. The DSL will also provide regular safeguarding updates for staff.

**5.    PROCEDURES FOR MANAGING CONCERNS**

5.1    LEAP Multi-Academy Trust adheres to child protection procedures that have been agreed locally through the relevant local authority safeguarding children boards (local safeguarding partnerships).

5.2    Every member of staff including volunteers working with students at our Schools/Academies are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3    It is *not* the responsibility of School/Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation.  **All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.**

5.4    The DSL or DSL team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our Academy. **Any member of staff or visitor to the School/Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or member of DSL team.** In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

5.5.    If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately.  Anyone can make a referral, but in situations where referrals are not made by the DSL or DSL Team, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.6    All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using CPOMs

5.7    Following receipt of any information raising concern, the DSL / DSL team will consider what action to take and seek advice from Children's Social Care Starting Point or the local Multi-Agency Team as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8    All referrals will be made in line with Derbyshire LSCB requirements.

5.9    If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL;   where necessary, we will consider following the local safeguarding board escalation procedures when working with external agencies to ensure better support for the child.  Concerns should always lead to help for the child at some point.

5.10    Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Starting Point or the police if:-
   • the situation is an emergency and the designated senior person, Designated Safeguarding Team and the Principal/Vice Principal are all unavailable they are convinced that a direct report is the only way to ensure the student's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures as outlined in this policy should raise their concerns with the Principal or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately at this point, he/she should contact the Safeguarding Children's Unit directly with their concerns.

5.12 If staff members have concerns about another staff member then this should be referred to the Principal/Vice Principal/Executive Principal/CEO. Where there are concerns about the Principal/Vice Principal/Trust staff this should be referred to the CEO/EP. If concerns are about the Executive Principal/CEO this should be referred to the Chair of Trustees. Staff should also refer to our Whistleblowing Policy

### Children Missing from Education (CME)

5.13 Staff must be aware that children going missing, particularly repeatedly, may be a sign of a range of safeguarding possibilities including abuse (including bullying) and neglect, and/or criminal which may include sexual and/or criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM) or forced marriage.

5.14 Registers are taken at the start of each session and also during each lesson to track/monitor attendance daily. Early intervention is necessary to try to identify underlying issues and help prevent further missing episodes.

5.15 When absence is unexplained, our attendance team will endeavour to contact families from first day of absence to ascertain reasons for absence. We always ask for at least 2 emergency contacts.

5.16 We will closely monitor attendance patterns to try to pinpoint any specific issues. We work with the Education Welfare Service to support good school attendance. Where we have serious concerns, both Children's Social Care and/or Police will be notified immediately. Within school we have a list of key vulnerable students whose attendance is always checked early each morning as a priority.

5.17 Positive working relationships are key to building trust between home and school to promote the importance of attendance. We also work closely with the Local Authority's Children Missing from Education Team (See Attendance Policy).

## 6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at their School/Academy they will record their concern on CPOMs which records a date and time as well as the author (see staff planner for further details). **Any immediate concerns should be passed to the DSL / DSL team without delay.**

6.2 Any information recorded on paper will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Most of our records are kept electronically via a secure service, CPOMS which is security protected.

6.3     Child protection information will only be kept in the file and this file will be kept up to date.   Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on CPOMs.

6.4     When a student leaves the Academy, the DSL will make contact with the DSL at the new Academy and will ensure that the child protection file is forwarded to the receiving Academy in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving Academy and/or evidence of recorded delivery.

**The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children** (KCSE 2018, paragraph 75).

## 7.     WORKING WITH PARENTS & CARERS

7.1     LEAP Multi–Academy Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2     When new students join our Schools/Academies, parents/carers will be informed that we have a safeguarding policy.  A copy will be provided to parents on request and is available on each School/Academy website.  Parents/carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Starting Point.

7.3     We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4     We will seek to share with parents/carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School/Academy has about a child will not prevent the DSL/DSL team making a referral to Starting Point in those circumstances where it is appropriate to do so.

7.5     In order to keep children safe and provide appropriate care for them, the School/Academy requires parents/carers to provide accurate and up to date information regarding:-
   • Full names and contact details of all adults with whom the child normally lives
   • Full names and contact details of all persons with parental responsibility (if different from above)
   • Emergency contact details (if different from above); we require at least two emergency contacts
   • Full details of any other adult authorised by the parent to collect the child from Academy (if different from the above).

7.6     The School/Academy will retain this information on the student file. The School/Academy will only share information about students with adults who have parental responsibility for a student or where a parent/carer has given permission and the School/Academy has been supplied with the adult's full details in writing (see point 6.4 and 7.4 for further details).

## 8. CHILD PROTECTION CONFERENCES AND OTHER MEETINGS

8.1 Following a Strategy Meeting, Social Care may convene a Child Protection conference and undertake a child protection enquiry under Section 47 of the Children Act 1989 if the child is judged to be at risk of significant harm.

8.2 A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.3 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the School/Academy in respect of individual children. Usually the person representing the School/Academy at these meetings will be in the DSL team and/or pastoral team. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.4 All reports for child protection conferences will be prepared in advance using the guidance and the template provided. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at School/Academy. In order to complete such reports, all relevant information will be sought from staff working with the child in School/Academy.

8.5 Clearly child protection conferences can be upsetting for parents/carers. We recognise that we are likely to have more contact with parents/carers than other professionals involved. We will work in an open and honest way with any parent/carer whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers.

8.6 In addition to Child Protection Conferences, staff may be asked to participate in Child in Need meetings (section 17, Children Act 1989) and contribute to such assessments.

8.7 There will also be a number of other meetings, such as team around the family (TAF) meetings which may involve a range of agencies, such as Early Help, CAMHs, school nursing etc., which staff are expected to contribute to best support a student's best interests.

## 9. SAFER RECRUITMENT

9.1 We will ensure that at least one member of any interviewing panel has completed appropriate safer recruitment training. At all times the Principal/Executive Principal/CEO and Board of Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of *"Keeping Children Safe in Education,* DfE, (2018)".

9.2 Our post adverts/information packs state our commitment to safeguarding and all applications are via our standard application form that requires: employment history including reasons for leaving a post with dates, states that we will only

accept references completed on our reference request forms and that no open references/testimonials or family references will be accepted and requires the candidate to declare convictions, and confirm the information they have given is correct and that they are not barred from working with children. In addition, we will check references for candidates and verify those for the successful candidate.

9.3 We will always obtain references from the candidate's current employer. Within LEAP MAT Academies as part of the interview process, **candidates will have** a separate safeguarding interview led by someone who has been safer recruitment trained; this feedback informs the main interview where any concerns can be followed up prior to the final decision making.

9.4 Within LEAP MAT we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will also verify a candidate's mental and physical fitness to carry out their work responsibilities.

9.5 We maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:-
- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check [for management positions including Trustees, Ambassadors, Senior Leadership Team (SLT) and Heads of Department and Heads of Year]
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

9.6 This register is monitored and checked every term by the Principal/Trustee responsible for safeguarding and the DSL and signed off if accurate. Any issues that have been identified will be handled as a matter of urgency.

9.7 All staff are reminded that their relationships and associations in school and at home (including online) may have an implication for safeguarding students. **All staff have a duty to inform the School/Academy if there is a change in circumstance which may lead to possible disqualification from working with children.**

**Supply Staff**
9.8 If using supply agencies, we will always obtain written confirmation that the agency has carried out the relevant checks and obtained the appropriate certificates. On the single Central Record we will note the date written confirmation is received and whether enhanced DBS check has been provided.

9.9 Each School/Academy will keep its own Single Central Record.

9.10 Keeping Children Safe in Education (2018): part three – safe recruitment is the key basis for all our employment procedures and checks.

9.11 Where we use **Alternative Provision,** we will obtain written confirmation that the provider has completed the appropriate safeguarding checks on all staff working at the establishment.

9.12 If students participate in work experience, the School/Academy will ensure that the placement provider has policies and procedures in place to protect children from harm.

9.13 Barred list checks by the DBS might be required on some people who supervise a child under 16. The School/Academy will consider the circumstances of the placement, particularly whether the person providing the supervision/training is:-
- Unsupervised themselves and
- Providing the supervision/training frequently (more than 3 days in 30 day period/overnight)

- and if this is the case, then it is likely that this is regulated activity, so the person providing the supervision/training must not be a barred person.

9.14 The School/Academy is NOT able to request an enhanced DBS with barred list check for staff supervising students aged 16 or 17 on work experience.

9.15 If the work experience takes place in a setting which allows for contact with children and the student on work experience is 16 years old or more, the provider should consider whether a DBS enhanced check should be requested for that student.

**Children Staying with Host Families (eg, foreign exchange visit/sports tour**)
UK Host Families
9.16 The adults will be in regulated activity and the School/Academy would be the regulated activity provider. As such, we commit a criminal offence, if we know, or have reason to believe, an individual is barred by the DBS from engaging in regulated activity, but we allow that individual to carry out any form of regulated activity.

9.17 The School/Academy will obtain a DBS enhanced certificate with barred list information to help assess the appropriateness of whether the adult would be a suitable host for a child.

Host Families Abroad
9.18 The School/Academy will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements for the visit. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard the student. Parents will be made aware of agreed arrangements and students will be given staff contact details should and there be an emergency/or they have any worries during the visit.

**Private Fostering**
9.19 Where the School/Academy becomes aware of a possible private fostering arrangement (child under 16, [under 18 if disabled] is provided with care and accommodation by a person who is not a parent, person with parental responsibility, or a relative in their own home for more than 28 days), we will notify Children's Social Care.

## 10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our students have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our students are competent, confident and safe to do so.

10.2 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children.  There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

10.3 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children.  This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.  Staff in our Academy will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Principal.

10.4 Visitors, volunteers or parent helpers must sign in at reception and receive a visitors' badge. This must be worn and be visible at all times. Where visitors, volunteers etc. are working with children alone (ie, in regulated activity) they must have a valid DBS (enhanced DBS with barred list check) and, wherever possible, be visible to other members of staff.  They will be expected to inform another member of staff of their whereabouts in Academy, who they are with and for how long.  Doors, ideally, should have a clear glass panel in them and be left open. Visitors without a valid DBS must be accompanied at all times within the Academy.

10.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children.  This advice can be found in the guidance document

10.6 All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10.7 **All volunteers must be risk assessed** prior to starting to determine whether an enhanced DBS is needed for a volunteer NOT engaging in regulated activity (KCSE 157-162).  Details of risk assess will be recorded.

10.8 Contractors in regulated activity will all have enhanced DBS (with barred list check) whilst other contractors who are not supervising students, but have opportunity for regular contact with students will have an enhanced DBS (not including barred list information).  All other contractors are supervised at all times.

## 11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the students at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We aim to deal with allegations in a fair and consistent way that effectively protects the student and at same time supports the member of staff/adult who is subject to allegation.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in Derbyshire Local Safeguarding Children Board Child Protection Procedures and the statutory guidance 'Keeping Children Safe in Education', DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children. The LADO can be contacted on 01629533190 or via email on professional.allegations@derbyshire.gov.uk.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal/DSL immediately. Should an allegation be made against the CEO/Executive Principal/Principal/Trust staff, this will be reported to the Chair of Trustees. In the event that the CEO/Executive Principal/Principal or Chair of Trustees is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal/Vice Principal or the Vice Chair of Trustees.

11.5 The CEO/Executive Principal/Principal or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the Board of Trustees will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the CEO/Executive Principal/Principal/Vice Principal or Chair of Trustees should contact the LADO directly on 01629533190.

11.7 The School/Academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left or they are suspended. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.

11.8 A summary of managing allegations about staff is included in the staff planner for easy reference.

## 12.   CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

12.1 Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.  Decisions need to be made on a case by case basis with the DSL

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(DSL Team) taking a leading role, supported by partnership agencies such as Children's Social Care and Police.

12.2 All victims need to be reassured that they are taken seriously, will be supported and kept safe. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and others involved).

12.3 Staff should follow our general safeguarding guidelines for handling a disclosure:-
- Reassure, notably
- Not promising confidentiality
- Listening carefully, not asking leading questions
- Recording the facts as presented
- Notify DSL Team immediately
- Where online allegation, staff follow the searching and screening policy and do NOT view the image
- Have 2 members of staff present where possible

12.4 In the case of sexual violence, DSL/DSL Team will make an immediate risk and needs assessment (sexual harassment the need for a risk assessment considered on case by case basis) to consider:-
- Victim, especially their protection, and support alleged perpetrator
- All the other students (and if appropriate adults/staff)
- These assessments will be recorded and kept under review.

12.5 The DSL/DSL Team will work closely with Children's Social Care and other specialist services.

**Action Following a Report of Sexual Violence/Sexual Harassment**
12.6 Staff need to consider:-
- Wishes of victim to help give them as much control as is reasonably possible
- Nature of alleged incident and whether crime may have been committed
- Age of students and developmental stage of those involved
- The power balance between the students
- If the alleged incident is one off or part of a pattern of abuse
- Ongoing risks to victim, other students or adults
- Other contextual safeguarding concerns beyond school

Sharing a Classroom
12.7 Any report of sexual violence, is likely to be traumatic for the victim. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and Police, the alleged perpetrator should be removed from any classes they share with the victim.

12.8 We will consider how best to keep victim and alleged perpetrator a reasonable distance apart on the School/Academy premises and transport to/from school each day. These actions are in the interests of BOTH children and should not be seen as judgmental.

12.9 In other cases of sexual harassment, the wishes of the victim, the nature of the allegations and the protection of children in school will be important when considering any immediate actions.

Managing Reports
12.10 Reports will be managed on a case by case basis and generally with advice from appropriate agencies.

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12.11 There are 4 key possible scenarios:-
   a) <u>Manage internally</u>
      It is considered for a possible one off incident to handle the incident internally in line with Behaviour and Anti-bullying polices to reinforce sexual harassment/violence is never acceptable

   b) <u>Early Help</u>
      Following from the above, there is no requirement for statutory interventions again, however, the Academy believes support from Early Help would be beneficial to prevent any escalation of such behaviours

   c) <u>Referral to Children's Social Care</u>
      Where a child is harmed, is at risk of harm or is in immediate danger, we will make a referral to Starting Point. As we would any referral. We will work closely with Children's Social Care to protect the students involved and not jeopardise a statutory investigation.

   d) <u>Referral to Police</u>
      Referral to Police should be done in parallel with a referral to Children's Social Care as outlined at (c) above.

12.12 Risk assessments will remain in place and under review throughout a criminal investigation/progression through criminal justice system to protect the victim, alleged perpetrator and other students. The School/Academy will work with the police to ensure any actions the School/Academy takes do not jeopardise the police investigation.

12.13 If a child is convicted or receives a caution for a sexual offence, the Academy will update risk assessments to protect all students and if it has not already done so, consider suitable action in light of behaviour policy, including permanent exclusion.

12.14 If the perpetrator remains in school, clear expectations of behaviour will be outlined along with any restrictions the School/Academy thinks are reasonable and proportionate with regard to the perpetrator's timetable.

12.15 The Scool/Academy will work to ensure that both the victim and perpetrator are protected, particularly from bullying.

12.16 Where there is a 'no further action' or not guilty verdict, the School/Academy will continue to support the victim and alleged perpetrator.

   <u>Supporting the Victim</u>
12.17 Throughout this whole process, the needs and wishes of the victim are paramount (along with protecting them) in any response. Our overall priority is to make the victim's daily experience as normal as possible, so that the School/Academy is a safe space for them. However, it is through close working with the victim that a suitable support mechanism is put in place and this is reviewed regularly.

12.18 Where there is a **criminal investigation** into a rape, assault by penetration or sexual assault, <u>the alleged perpetrator should be removed from any classes they share with the victim.</u> The School/Academy also needs to consider how best to keep the victim and alleged perpetrator a reasonable distance apart on the School/Academy premises and transport to/from school. This is in the best

interests of both students and should <u>not</u> be perceived to be a judgment on the guilt of the alleged perpetrator.

**Supporting the Alleged Perpetrator**

12.19   This is a difficult balancing act to safeguard the victim (and wider student body) and provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

12.20   In our actions we will consider the age and developmental stage of the alleged perpetrator, along with the proportionality of our response.  Advice will be taken as appropriate from Children's Social Care, Police and other specialist services.

## 13.   RELEVANT POLICIES

13.1   To underpin the values and ethos of our Academies and our intent to ensure that students at our Academies are appropriately safeguarded the following policies are also included under our safeguarding umbrella:-
- LEAP Staff Code of Conduct
- Anti-Bullying
- Behaviour Policy and Positive Handling (Use of force to control or restrain students)
- Attendance
- LEAP e-safeguarding
- Health and Safety including site security
- Policy for Racial Equality
- Meeting the Needs of Students with Medical Conditions
- Educational Visits including Overnight Stays
- LEAP Whistleblowing policy

## 14.   STATUTORY FRAMEWORK

14.1   This policy has been devised in accordance with the following legislation and guidance:-
- 'Working Together to Safeguard Children DfE (2018)
- <u>'Keeping Children Safe in Education'</u>, DfE (2018)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)
- [www.derbyshirescb.gov.uk](www.derbyshirescb.gov.uk)

**Appendix 1:**
**Making a Referral to Derbyshire Children's Social Care**

**A telephone referral** should be made in the following circumstances to Starting Point on 01629533190 followed up in writing on a Starting Point Referral Form within 24 hours:-

- A child or young person makes a clear allegation of abuse
- A child has been abandoned
- Further concerns have arisen in relation to an open case to Children's Social Care
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**
- A child sustains an injury and there is professional concern about how it was caused
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**
- A member of the public makes an allegation that someone has abused a child
- Professional concern exists about abuse or neglect, despite no allegation being made
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure**
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**
- A child is being denied access to urgent or important **Medical Assessment** or services

- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**
- A child is at risk of being subjected to illegal procedures, for example:-
  - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**
  - **Safeguarding Children and Young People from Forced Marriage Procedure**
  - **Safeguarding Children and Young People from Honour Based Violence Procedure**
  - There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**)
- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse**
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**.

For information about thresholds, see **Multi-Agency Threshold Descriptors**.

**Please note this list is not exhaustive.**


**Useful Contact numbers and e-mail addresses/websites:-**

Derbyshire Local Authority Children's Social Care –: 01629533190

Derbyshire Police non-emergency number – 101
In an emergency ring 999

Derbyshire Safeguarding Children's Unit (LADO/Duty Advice): 01629533190

Child Protection Manager – Debbie Peacock:  01629531079 or 07795316055

Derbyshire Local Safeguarding Children's Board - www.derbyshirescb.org.uk

**National Helplines/Websites:**
NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

**Appendix 2: Categories of Abuse and Neglect**

**This information is taken from KCSE 2018:**

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

44. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

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

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

**Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

See also Appendix 3 for further information about specific safeguarding concerns as described in KCSE 2018.

**Appendix 3: Further Information on Specific Concerns**

**Children Missing from Education**
All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

**Children and the Court System**
Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

**Children with Family Members in Prison**
Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Child Sexual Exploitation**
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:-
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

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- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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, status, and access to economic or other resources.

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

**Child Criminal Exploitation: County Lines**
Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:-
- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**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 aged 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

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 had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:-
- NSPCC- UK domestic-abuse signs symptoms effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

**Homelessness**
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

**So-called 'Honour-Based' Violence**
So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Actions**
If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a

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mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

**FGM**
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

**FGM mandatory reporting duty for teachers**

***Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.*** Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. (see Staff planner Forced Marriage & FGM – what to do summary page)

**Forced Marriage**
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk. (see Staff planner Forced Marriage & FGM – what to do summary page)

**Preventing Radicalisation**
Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

**The Prevent Duty**
All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

**Additional support**
The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

**Channel**
Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at:

LEAP MAT Safeguarding Policy 2018

Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

**Peer on Peer Abuse**
Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**Sexual Violence and Sexual Harassment Between Children in Schools and Colleges**

**Context**
Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. **Evidence shows girls, children with SEND and LGBT children are at greater risk.**

Staff should be aware of the importance of: -
  • making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  • not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
  • challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

**What is Sexual Violence and Sexual Harassment?**

**Sexual Violence**
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:-

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: she/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: she/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, eg, to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if she/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

**Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats.

**The Response to a Report of Sexual Violence or Sexual Harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school's referral process (based on KCSE 2018 Part 1). As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

See electronic copy of KCSE saved in Staff Policies for links to further advice.