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# CHILD SAFEGUARDING POLICY

Publication date: September 2017

Review Date: September 2018

Safeguarding Designated Leads:

Mrs U. Simpson (Secondary)

Ms Jacqui Newsome (Primary)

Nominated Governor for Safeguarding:

Mr Keith Hoey





# POLICY STATEMENT FOR CHILD SAFEGUARDING

The protection of our pupils from suffering significant harm or the likelihood of suffering significant harm is the responsibility of all staff within our academy, superseding any other considerations. Action should also be taken to promote the welfare of a pupil in need of additional support, even if they are not suffering harm or at immediate risk.

In this policy, we clearly outline the responsibilities of all adults working in the academy to be aware of their duty and how to act upon any concerns with regard to child safeguarding.

## **Aims of the Academy**

- To recognise signs and symptoms of pupils suffering harm or likely to suffer harm at the earliest possible moment to prevent concerns from escalating
- To respond to concerns through the appropriate agencies with all due speed and consideration
- To protect our pupils and staff

## **To achieve these aims the Academy has:**

- Built an ethos where staff maintain an attitude of 'it could happen here';
- A Designated Child Safeguarding Staff;
- Ensured staff attend child protection training which is regularly updated ;
- Provided INSET for the whole staff;
- Consulted with external agencies on this Policy.

*This Policy has been written in conjunction with the: Behaviour; Anti-Bullying; E safety and Use of Control and Reasonable Force Policies; Working Together to Safeguard Children statutory guidance (March 2015 , updated Feb 2017); Keeping Children Safe in Education statutory guidance (Sept 2016); Walsall Safeguarding Children Board procedures, Protecting children from radicalisation: The Prevent duty (Aug 2015), Guidance on Sexting in Schools and Colleges (UKCCIS Aug 2016) and Child Sexual Exploitation: Definition and Guide for Practitioners (Feb 2017)*

*This policy can be found on:*

- *Bloxwich Academy website and on*



# PROCEDURES IN RESPONSE TO DISCLOSURES OR CONCERNS

**There are named persons in our academy who are the Designated Safeguarding Leads. These are Mrs U. Simpson (Secondary) and Ms J. Newsome (Primary).**

The Designated Safeguarding Lead will provide:

- advice and support to other staff on child welfare and child protection matters and
- engage in a coordinated interagency approach to support pupils when additional needs are identified.

If any staff member has a concern about a pupil's welfare or suspects that a pupil may be a victim of abuse, they immediately inform the named person of their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

**If a pupil personally confides an incident and only wishes to speak to you, you should:**

- i) Inform them that you have a responsibility to report all incidents of abuse
- ii) Reassure them they have done the right thing
- iii) Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning you may put the child at risk
- iv) Be honest about what happens next. If a pupil has told you about an incident, it is because they want help and look to you to give help
- v) Contact the Designated Safeguarding Lead, Mrs U. Simpson (Secondary) or Mrs J. Newsome (Primary), **personally and within 60 minutes** after the disclosure (in their absence report to one of the Deputy Safeguarding Leads or the Headteacher)
- vi) Make detailed notes immediately of what the pupil has said quoting the pupil's words verbatim on the standard academy disclosure proforma.
- vii) Be aware that if you are unable to speak to the Designated Safeguarding Lead (e.g. out of school hours), and you believe a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Services and/or the Police immediately.

**The member of staff should not:**

- Investigate the matter independently, especially through questioning the pupil
- Implement Child Protection procedures without first consulting the Designated Safeguarding Person



Continued

**If a member of staff has a concern, believes a pupil is in immediate danger or at risk of harm they must report the matter within 60 minutes to the Designated Safeguarding Lead, who will:**

- i) Collect any other relevant information from colleagues / other agencies;
- ii) Make a decision as to whether or not there are sufficient grounds to refer the matter to the appropriate agencies;
- iii) Inform the member of staff and others concerned of the decision and future action to be taken, where appropriate;
- iv) if, at any point, there is a risk of immediate serious harm to a pupil, make a referral to Children's Services immediately.

**Note:**

In most circumstances when a child alleges abuse the Designated Safeguarding Lead will notify the parents at the earliest opportunity, after seeking advice from Children's Services. However, in certain circumstances (usually in response to an allegation of physical or sexual abuse within the family) a formal referral to Children's Services (and thereby to the Police) will be made.

The Designated Lead, will log all concerns and work with the appropriate agencies e.g. Children's Services. The academy receives advice and guidance from the Local Authority Safeguarding Advisor Seona Baker (Seona.Baker@walsall.gov.uk Mob:07951819648) and from Walsall Safeguarding Children's Board and Walsall Council (www.wlscb.org.uk).

The Designated Safeguarding Lead, will consider if an Early Help Assessment is needed to support early intervention or if the case should swiftly move to the next step. Children's Services are consulted at every stage.

At the Early Help stage the academy will endeavour to offer appropriate support where the vulnerability is not a result of actions by parents/carers. For example bereavement, counselling family separation, behaviour support, Education Psychologist intervention.

The academy will send a representative to Child Protection Conferences and will forward full written reports if attendance is not possible. The Designated Safeguarding Lead receives and acts upon any updates or minutes and ensures participation by an appropriate member of staff in all Core Group activities forming a part of the Child Protection Plan established following a conference.

The Designated Safeguarding Lead will also work with agencies to ensure the monitoring of children not on a Child Protection plan but who may be living in potentially risky situations - through Child In Need or Early Help action plans.

Contact numbers for Children's Services:

Walsall MASH (Multi Agency Screening Hub)	Day	0300 555 2866
	After 5pm	0300 555 2922
Birmingham	or	0300 555 2836
		0121 303 1888
	Sandwell	0845 351 0131
Prevent Coordinator		01922655970



# CHILD SAFEGUARDING POLICY

## **Safeguarding action may be needed to protect children and learners from:**

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including cyberbullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population (e.g. youth violence, gangs)
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

## **Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act. It includes broader issues of care and education including:**

- pupils' health and safety and well-being
- the use of reasonable force
- racist abuse
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure pupils' security, taking into account the local context.
- safer recruitment
- children who go missing from education
- staff adherence to the behaviour policy
- private fostering

For further information and guidance please refer to the relevant Academy Policies in conjunction with this policy.





# PROCEDURES IN RELATION TO RECRUITMENT & MANAGEMENT OF STAFF

- Our recruitment policy and procedure pays full regard to 'Keeping Children Safe in Education (September 2016) and our safer recruitment practice includes: scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history and ensuring that the candidate has the health and physical capacity for the job. It also includes interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- Additional checks are carried out on applicants who have lived or worked outside the UK to ensure any relevant events that occurred outside the UK can be considered.
- Relevant staff undertake Safer Recruitment training and there is always at least one person on every interview panel who has completed Safer Recruitment training.
- All recruitment materials include reference to the academy's commitment to safeguarding and promoting the wellbeing of pupils. All staff/volunteers' interviews will explore candidates commitment, understanding and knowledge of safeguarding children and young people.
- We acknowledge that Safer Recruitment is an integrated element of safeguarding and that the principles are on-going through induction, monitoring and performance management.
- A central record is maintained within the academy of all staff, and teacher trainees on salaried routes, indicating whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:  
identity; barred list; enhanced DBS; prohibition from teaching; qualifications; the person's right to work in the UK.
- Where checks are carried out on volunteers the details will be recorded on the single central register.
- For supply staff the academy ensures it receives written confirmation from the supply agency regarding the fact relevant checks have been carried out and appropriate certificates obtained. The academy always checks that the person presenting themselves to work is the same person on whom the checks have been made.
- The specific vulnerability of supply staff and volunteers is recognised by the academy and they are appropriately supported by senior staff. Provisions include issue of guidelines of our Behaviour Management Procedures and Child Safeguarding Procedures to all supply staff and volunteers whilst they are engaging with pupils in the academy.
- There may be times when adults in our academy, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to report this to them immediately so it can be recorded appropriately.



## Continued

- Members of staff undergo safeguarding and child protection training at induction followed up by regular updates including annual refresher training to ensure they are fully briefed on safeguarding and child protection developments.
- All staff are required to read: Part one and Annex A of 'Keeping Children Safe in Education' (Sept 2016), Academy Code of Conduct and the Academy Safeguarding Policy
- In addition:
  - \* All staff and volunteers receive Level 1 Safeguarding Children and Young People training at least every 2 years delivered by the Designated Safeguarding Lead.
  - \* Members of staff also receive training to raise their awareness of appropriate behaviour in relation to physical contact, professional relationships and so on, in order to keep pupils safe and to keep staff safe from inappropriate allegations
  - \* Designated Safeguarding Lead and Deputies receive Level 2, Advanced Training every 2 years.
  - \* Designated Safeguarding Lead receives regular training, at least annually to keep up to date with any developments relevant to the role which includes:
    - ⇒ Management / support for the Early Help process
    - ⇒ Providing advice and support to other staff on child welfare and child protection matters
    - ⇒ Taking part in strategy discussions and interagency meetings
    - ⇒ Contributing to the assessment of children
    - ⇒ Liaising with the Local Authority and work with other agencies in line with 'Working together to Safeguard Children' (September 2016)
- Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in the academy and during academy activities offsite (see Policy for the Use of Control & Reasonable Force). They are also aware of the need to **report** issues for action to the academy leadership, even when these occur beyond the academy and other than during an offsite activity - if there are safeguarding implications for the individual children involved, other children or members of the public.  
*NB: These powers and those of the Headteacher to take action against a child who causes a problem even beyond the school and outside school hours are outlined in the Education & Inspections Act 2006.*



# PROCEDURES IN RELATION TO VISITORS TO THE ACADEMY SITE

- Visitors are required to report to the reception by the main entrance.
- Once inside the academy, all visitors must sign the visitors' book.
- A visitor's lanyard will be issued which is to be worn at all times.
- Any unaccompanied visitors on site who are not recognised must be politely approached and questioned about their business in academy.
- Bloxwich Academy reserves the right to refuse entry or terminate a visit at any time.

## Classification of Visitors

Visitors can be classified according to their degree of access to children:

### People working with children

Peripatetic teachers, sports coaches, LA employees, school nurses, volunteers, Children's Services staff.

- Unless the visit is expected or the visitor is well known to the person admitting them, authority must be obtained from a member of the Leadership Team before allowing access to the academy.
- The identity of the visitor must be confirmed.
- All such visitors will have enhanced DBS clearance.
- If the clearance is not held by us, we will require confirmation that appropriate clearance has been obtained and the visitor will wear a badge issued by the organisation holding their DBS clearance.
- Material and key messages planned by guest speakers will be vetted prior to the event and where appropriate a social media check will be carried out.
- School Experience Programme participants are **accompanied at all times**.

### People not working with children

Examples: builders, gardeners, ICT technicians etc.

- Unless the visit is expected or the visitor is well known to the person admitting them, their identity should be confirmed and the authority of a member of the Leadership Team must be obtained before allowing access to the academy.
- They are to be **supervised while pupils are on the premises**. The amount of supervision required is dependant on the visitors' actual or potential proximity to pupils and the academy's knowledge of them.

### Escorted visitors

Examples: parents/carers, prospective parents, job candidates.

- These people must be **accompanied at all times**.



## GOVERNANCE

- All Academy governors have an Enhanced DBS Check (without barred list, unless they are additional in regulated activity).
- The governing body receive training in their legal responsibilities for safeguarding. This includes ensuring there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupil's welfare. This includes ensuring:
  - ◊ Statutory safer recruitment procedures are adhered to;
  - ◊ All staff undergo safeguarding training and child protection training at induction and this is regularly updated in line with advice from Walsall Safeguarding Children's Board;
  - ◊ Appropriate filters and appropriate monitoring systems are in place to safeguard pupils from accessing potential harmful and inappropriate online material from the academy IT system. (Please refer to the e-safety policy);
  - ◊ Pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
  - ◊ The expertise of staff contributes to and shapes safeguarding arrangements and the child protection policy;
- The governing body appointed Mr Keith Hoey as the Nominated Governor for safeguarding. He is responsible for liaising with the Headteacher and Designated Safeguarding Leads over matters regarding child protection issues. The role is strategic and does not involve concerns about individual pupils.
- The governing body has allocated the role of designated teacher to promote the educational achievement of children who are looked after to the Designated Safeguarding Lead. This is because the most common reason for children becoming looked after is as a result of abuse/or neglect. The Designated Lead works with the virtual school headteacher to identify individual pupil needs and to develop and implement a Personal Education Plan for every pupil in Local Authority care.
- The governing body acknowledges its retained responsibility for any activities carried out with children on site or using the school's facilities - even if delivered by an external body or organisation  
In such circumstances, the governing body satisfies itself that the group or organisation has its own safeguarding policy and procedures for safer recruitment of staff or leaders, or that the organisation signs up to the policy and procedure of the academy.  
Therefore, the governing body and Headteacher will only grant permission for use of the premises to recognised bodies (usually a national affiliation and a written statement of their adherence to safeguarding principles).



## WHISTLEBLOWING

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in our academy's safeguarding regime and concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and the Whistleblowing Policy, are in place for such concerns to be raised with the academy's senior leadership team.

Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can:

- Call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or
- Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT

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

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexing put children in danger.

### Physical abuse

may involve hitting, shaking, throwing, poisoning, suffocating, 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. This is known as fabricated or induced illness (FII)

### Emotional abuse

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

### Sexual abuse

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

## **Neglect**

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

## **FURTHER SPECIFIC RISKS**

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) 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 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.

Indicators of child sexual exploitation may include:

- acquisition of money, clothes, mobile phones, etc. without plausible explanation
- gang-association and/or isolation from peers/social networks
- exclusion or unexplained absences from school
- leaving home/care without explanation and persistently going missing or returning late
- excessive receipt of texts/phone calls
- returning home under the influence of drugs /alcohol
- inappropriate sexualised behaviour for age/sexually transmitted infections
- evidence of/suspicions of physical or sexual assault
- relationship with controlling or significantly older individuals or groups
- multiple callers (unknown adults or peers)
- frequenting areas known for sex work
- concerning use of internet or other social media
- increasing secretiveness around behaviours and
- self-harm or significant changes in emotional well-being

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality , for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning difficulty
- being in care (particularly those in residential care and those with interrupted care history and
- sexual identity

## Peer on Peer Abuse

All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

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

We recognise that some students will sometimes negatively affect the learning and well-being of others and their behaviour will be dealt with under the Academy’s Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Pupils who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims.

## Sexting

Sexting is the sharing of sexual imagery by young people.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The school adheres to guidance from the UK Council for Child Internet Safety (UKCCIS August 2016) which acknowledges the current broad usage of the term 'sexting' and introduces the phrase 'youth produced sexual imagery'.

The guidance covers the following incidents:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

The advice does not cover the sharing of sexual imagery of people under the age of 18 by adults as this constitutes child sexual abuse and requires immediate police involvement.

All incidents of youth produced sexual imagery are dealt with as safeguarding concerns. Staff must follow the safeguarding referral system if any such incident comes to their attention.

## Honour Based Abuse / Violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. The perpetrators perceive that a relative has shamed the family and/or community by breaking their honour/Izzat code. The crimes include Female Genital Mutilation (FGM), forced marriages, and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such.

**Forced Marriage** –A forced marriage is where one or both people do not (or in cases of people with learning difficulties, cannot) consent to marriage and pressure and abuse is used. In the UK it is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Staff have been briefed on the indicators of possible forced marriage and honour based violence and must refer concerns to the Designated Safeguarding Lead as a matter of urgency..

**Female genital mutilation (FGM):** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a special procedure to become a woman

Symptoms of FGM

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

Indicators that FGM may have already taken place may include:

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

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. Mandatory reporting commenced in October 2015; where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers**, along with social workers and healthcare professionals, 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 pupils, 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. 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 a good reason not to, they should still consider and discuss any

## Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (the vocal or active opposition to fundamental British values). There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, however staff must be alert to changes in pupil behaviour which could indicate that they may be in need of help or protection.

Early indicators of radicalisation or extremism may include:

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

The Counter Terrorism and Security Act, 2015, places a duty on specified authorities, which includes schools, in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism'. The academy works in partnership with other agencies, e.g. LSCB, police, health etc in adhering to the guidance set out in the 'Prevent Strategy' which is part of the overall counter-terrorism strategy. Its focus is on reducing the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. This includes all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. For example violent extremism including but not restricted to, those linked to Islamic ideology, or to Far Right/Neo Nazi/ White Supremacist ideology, Irish Nationalists and Loyalist Paramilitary groups, and extremist Animal Rights movements.



# CHILD SAFEGUARDING POLICY

Our Academy governors, Headteacher and Designated Safeguarding Lead (who is the Single Point of Contact) will regularly assess the level of risk within the school and put actions in place to reduce that risk.

Current actions include:

- Annual Prevent awareness training to equip staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- Advice and support to staff from the Designated Safeguarding Lead on protecting pupils from the risk of radicalisation;
- Ensuring pupils are safe from terrorist and extremist material when accessing the internet in school.
- Discrete lessons on British values within the PSHE programme supported by a range of opportunities across the curriculum to promote and develop pupils' understanding of the core concepts of: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they **must** make a referral to the Designated Safeguarding Lead.



## Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect.

The Pastoral Team follow the academy's procedures for dealing with pupils that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in future.

The academy will inform the local authority of any pupil who needs to be deleted from the admission register. This includes pupils who have:

- been taken out of school by their parents and are being educated outside the school system e.g. home education;
- ceased to attend school and no longer live within reasonable distance of the school;
- been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- placed in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- been permanently excluded.

The academy will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the academy's permission for a continuous period of 10 school days.

## Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff in our academy recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

## Private Fostering

All staff in the academy will inform the Designated Safeguarding Lead of any pupils that fall into the category of private fostering. The family will then be contacted and made aware of their duty to inform the LA. The school will adhere to its duty to inform the LA.

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

The Local Authority has duty to assess the extent the child is safeguarded and their welfare promoted under private fostering arrangements.



## Childhood mental health

Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem.

It can be difficult to know if a child is suffering as they often keep it to themselves.

Some characteristics for childhood mental may be:

- becoming withdrawn from family and friends
- persistent low moods and unhappiness
- tearfulness and irritability
- worries that stop them carrying out day to day tasks
- sudden outbursts of anger directed towards others or themselves
- loss of interest in activities that they used to enjoy
- problems eating or sleeping

Any member of staff or volunteer who suspects a child or young person is suffering mental health should record and share their concerns with the Designated Safeguarding Lead.

## DOMESTIC ABUSE

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

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'

### Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

### Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

N.B This is not a legal definition. Further information can be accessed via:-

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

# PROCEDURES

**ALL STAFF**

**If you are concerned that a child is at risk from:**

**If a child discloses to you that they are at risk from:**

Emotional Abuse	Neglect	Physical Abuse	Sexual Abuse	Other Concern
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- **DO NOT discuss with the child in person**
- **Report immediately to the Designated Safeguarding Lead**

- Listen
- Reassure
- **DO NOT promise confidentiality**
- Establish basic facts - what, when, where, who
- Tell the child what you are going to do next
- **Report immediately, in person, to the Designated Safeguarding Person**
- Write down everything the child said immediately

**Child Safeguarding Designated Staff**  
**Mrs U. Simpson (Secondary)**  
**Ms J. Newsome (Primary)**  
 or in their absence:  
**Mr I. Chamberlain, Mr B Bradley, Mrs A Sumner**  
**Mr A. Seager, Mrs J. Gray**

**CHILD SAFEGUARDING POLICY**