Child Safeguarding Policy

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16.05.22	V2.1	Updates	Trust

To be read alongside all relevant Matrix Academy Trust policies and procedures including Behaviour Policy and E-Safety Policy

1. Introduction

1.1 Academies in Matrix Academy Trust are totally committed to safeguarding and protecting the welfare of children and young people. We expect everyone who works in our Academies to share this commitment. Adults in our Academies take all welfare concerns seriously and we always act in the best interests of the child.

1.2 The protection of our pupils from suffering or the likelihood of suffering significant harm is the responsibility of **all** staff within our Trust, 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.

1.3 In this policy, we clearly outline the responsibilities of all adults working in the Academies to be aware of their duty and how to act upon any concerns with regard to child safeguarding. *(Children includes everyone under the age of 18 and students who are over 18 but still attend school.)*

2 Definition of Safeguarding

2.1 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

3 Aims

3.1 All of our Academies will aim:

- To protect our pupils and staff by recognising signs and symptoms of pupils suffering harm or likely to suffer harm at the earliest possible moment to prevent concerns from escalating
- To create a culture of vigilance by maintaining a 'child-centred' approach and always acting in the best interests of the child
- To ensure that pupils recognise when they are at risk and know how to get help when they need it

3.2 To achieve these aims each Academy:

- Appoints a Designated Safeguarding Lead (DSL) and Deputy
- Delivers child protection training which is regularly updated for all staff
- Requires staff to attend safeguarding courses
- Provide INSET for the whole staff on the most current safeguarding issues
- Consulted with external agencies on this policy
- Has firmly embedded safeguarding in the curriculum

3.3 All staff must read 'Keeping Children Safe in Education 2021 (Part one and Annex A), Staff Code of Conduct and Child Safeguarding Policy and sign to acknowledge they have read and understand the document.

3.4 All staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

3.5 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

3.6 If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this child protection policy and speak to the designated safeguarding lead. In the absence of the designated safeguarding lead, staff should speak to the Deputy Designated Safeguarding Lead or the Head Teacher.

3.7 This policy can be found on the Academy's website and on the shared area for staff. Supporting documentation and guidance for staff can also be found on the staff area.

4 Types of Abuse and Neglect

4.1 It is important to remember 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.

4.2 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.

4.3 Abuse can take place wholly online or technology can be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children (also referred to as peer-on-peer abuse).

4.4 Physical abuse

may involve hitting, shaking, throwing, poisoning, suffocating, burning or scalding, drowning 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 whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

4.5 Emotional abuse

is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children 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 cyber bullying), 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 ill-treatment of a child, though it may occur alone.

4.6 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, or non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not only perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4.7 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) or the failure to ensure access to appropriate medical care treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5 Safeguarding is not just about protecting children from deliberate harm.

5.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug-taking or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff should be aware of include:

- pupils' health and safety
- bullying, including cyber-bullying (by text message, on social networking sites, and so on)
- racist abuse
- homophobic and transphobic bullying
- harassment and discrimination
- domestic violence
- radicalisation and extremism
- child sexual exploitation (CSE) and child criminal exploitation (CCE)
- serious violence
- gender or honour-based violence (including FGM)
- teenage relationship abuse
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- gangs and youth/serious violence
- internet or e-safety
- issues which may be specific to our local area or population, for example gang activity
- peer-on-peer abuse (child-on-child)
- sexual violence and sexual harassment
- impact of new technologies on sexual behaviour, e.g. sexting (youth produced imagery)
- private fostering
- children who go missing from education
- children's mental health
- children required to give evidence in criminal courts
- children with family members in prison

5.1 Further information about specific safeguarding issues are found in addendum 1.

5.2 Each Trust Academy delivers Safeguarding across the curriculum to its pupils. This allows students to recognise when they are at risk and how to get help when they need it and to support students to keep physically and mentally healthy. Individual Academies identify how they achieve this within their addendums.

6 Procedures in Response to Disclosures or Concerns

6.1 Each Academy has a Designated Safeguarding Lead (DSL).

6.2 If any staff member suspects that a child may be a victim of abuse, they immediately inform the DSL of their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

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

6.4 All staff should have an awareness of any children who may benefit from 'Early Help' support to prevent concerns from escalating. Staff should discuss any concerns with the Designated Safeguarding Lead.

6.5 The Designated Safeguarding Lead will log all concerns and work with the appropriate agencies e.g. Children's Services. The Academies receive advice and guidance from their local Child Safeguarding Advisors. Academies use the common referral procedures available on line as per their Local Authority.

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

- Inform them that you have a responsibility to report all incidents of abuse.
- Reassure them they have done the right thing.
- Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning you may put the child at risk.
- Be honest about what happens next. If a child has told you about an incident, it is because they want help and look to you to give help.
- Contact the Designated Safeguarding Lead, personally and immediately (in their absence, the Deputy Designated Safeguarding Lead or the Head Teacher).
- Make detailed notes immediately (no later than one hour later) of what the child has said quoting the child's words verbatim. This referral should be completed on CPOMS and if you have handwritten any notes, these should be scanned and attached to your referral.
- Be aware that if you are unable to speak to the Designated Safeguarding Lead (e.g. out of Academy hours), you have a **duty** to report your concerns to Children's Services.

6.7 All staff are aware that should a child disclose that they are a victim of female genital mutilation, a phone call to the Police, dialling 999, must be made immediately.

6.7 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 Lead unless, and only in exceptional circumstances such as in emergency or when there is a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services. If a referral is made, the Designated Safeguarding Lead should be informed as soon as possible.
- Discuss the disclosure with anyone unless instructed by DSL or Deputy DSL

6.8 If a member of staff is concerned that a pupil is at risk according to any of the definitions, they should discuss the matter with the Academy's Designated Safeguarding Lead, who will:

- Collect any other relevant information from colleagues / other agencies.
- Make a decision as to whether or not there are sufficient grounds to refer the matter to the appropriate agencies.
- Inform the member of staff and others concerned of the decision and future action to be

taken, where appropriate.

- If, at any point, there is a risk of **immediate serious harm** to a child, make a referral to Children's Services **immediately.**

6.9 The Designated Safeguarding Lead (supported by other safeguarding staff), will call Early Help meetings and when necessary, Multi-agency Professionals' Meetings in order to support early intervention for children and families in need. Children's Services will be consulted at every stage.

6.10 The Academy will also have regard to extra-familial harm as we are aware that children can be at risk of abuse or exploitation in situations outside their families.

6.11 Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

6.12 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. The Designated Safeguarding Lead will ensure participation by an appropriate member of staff in all Core Group activities forming a part of the Child Protection Plan established following a conference.

6.13 The Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise for staff. Safeguarding training will be completed as part of the new staff induction process.

6.14 The Academy will also work with agencies to ensure the monitoring of children not on the Child Protection List (not deemed to be *in need of a child protection plan*), but who may be living in risky situations - through a Child in Need plan or an Early Help Assessment.

6.15 If after a referral the child's situation does not appear to be improving, the Designated Safeguarding Lead should press for re-consideration to ensure their concerns have been addressed and that the child's situation improves.

7 Internal Communication

7.1` All Child Safeguarding concerns/issues will be CONFIDENTIAL. Sharing of relevant information to staff will be strictly at the discretion of the Designated Safeguarding Lead following the guidance issued by HM Government July 2018 - 'Information Sharing: advice for practitioners providing safeguarding services' (DfE 2018).

7.1 Information in relation to a student should not be kept "Confidential" if it is obtained through an external route. For example a member of staff learnt of a concern through a social encounter with a parent.

8 External Communication

8.1 In line with 'Keeping Children Safe in Education September 2021', data protection is <u>not</u> a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.

8.2 The Data Protection Act 2018 and GDPR do not prevent, or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. (Keeping Children Safe in Education September 2021)

8.3 All Academies follow the guidance in 'Keeping Children Safe in Education' September 2021 regarding transferring child protection files if a child leaves the Academy.

9 Allegations Against Adults and Whistleblowing

9.1 Whistleblowing is the act of disclosing wrongdoing. Please see the Matrix Whistleblowing Policy for further information.

9.2 Any allegations of abuse by a member of staff, supply teacher or volunteer should be reported **directly to the Head Teacher**, who will implement locally agreed procedures. The first priority for the Head Teacher will be to contact the Chief Executive Officer and the LA appointed Designated Officer (LADO), before any other action is taken, including informing the adult concerned.

9.3 In the event of the allegation being made against the Head Teacher, the Chief Executive Officer of Matrix Academy Trust (Dame Maureen Brennan) should be informed and can be contacted on 01922 211264. The Chief Executive Officer (or in her absence the Chair of The Board of Trustees Mr J Bench) will seek advice from the Local Authority before any other action is taken. The Chief Executive Officer will then manage the allegation. Further guidance can be found in (Part Four) of Keeping Children Safe in Education September 2021.

9.4 In the event of the allegation being made against Matrix Central Team, the Chief Executive should be informed on 01922 211264.

9.5 On the conclusion of a case, the Academy will abide by its legal duty to make a referral to the DBS any individual who has harmed, or poses a risk of harm to a child or vulnerable adult ('Keeping Children Safe in Education' September 2021).

9.6 Our Academies aim to create a culture of safeguarding in which all concerns, be they considered low level concerns or serious allegations about staff are shared responsibly, with the right person, recorded and dealt with appropriately.

9.7 Low level concerns (including allegations) which do not meet the harm threshold as outlined above and in Part Four of Keeping Children Safe In Education are defined as an adult acting in a way that is:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Low-level concerns about a member of staff, supply staff, volunteer or contractor must be reported to the Headteacher (or CEO if the concern is about the Headteacher) who will determine the appropriate course of action and record the details and action taken in writing. Reports about supply staff and contractors will be reported to their employers.

9.8 These will be kept securely and confidentially, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

10 Procedures in Relation to Management and Recruitment of Staff

10.1 We acknowledge that Safer Recruitment is an integrated element of safeguarding and that the principles are on-going through induction, monitoring and performance management.

10.2 Further information is found in the addendum entitled 'procedures in relation to management and recruitment of staff'.

11 Governance

11.1 All Matrix Trustees and members of the Parent Advisory Forums have an Enhanced DBS Check (without barred list, unless they are additionally in regulated activity).

11.2 Trustees fulfil legal obligations to provide a secure learning environment for its pupils.

11.3 Trustees and members of the Parent Advisory Forums receive training in their 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 pupils' 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 the local 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 Trust's E-Safety Policy and ICT Acceptable Use Policies)
- Pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum

11.4 The Trust appoints a Nominated Lead for Safeguarding and E-Safety. They are responsible for liaising with the Head Teachers and Designated Safeguarding Leads over matters regarding child protection issues. The role is strategic and does not involve concerns about individual pupils. Trustees can be contacted via our main office on 01922 211264.

11.5 The Trustees have allocated the role of Designated Teacher to promote the educational achievement of children who are looked after, or previously looked after, to the Designated Lead. This is because the most common reason for children becoming looked after is as a result of abuse/neglect. The Designated Lead works with the Virtual School Head Teacher to identify individual pupil needs and to develop and implement a Personal Educational Plan for every pupil in Local Authority care.

11.6 The Trust acknowledges its retained responsibility for any activities carried out with children on site or using the Academy'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 Trustees and Head Teacher 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).

MATRIX ACADEMY TRUST

Safeguarding 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	Any Other Safeguarding Concerns(s)

DO NOT discuss with the child in person.

Report immediatley 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 Lead

Record accurately and refer using your schools safeguarding procedure.

Child Safeguarding Designated Staff
Designated Safeguarding Lead
or in their absence:
Deputy Designated Safeguarding Lead
Headteacher

Members of staff with Advanced Level Child Safeguarding and Multi Agency Working training are identified for each school within the schools individual appendix.

Addendum 1

Further information about safeguarding:

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 of the signs to be aware of 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
- physical indicators, such as self harm

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

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

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

Further information to support young people and their mental health can be found using the following links:

https://youngminds.org.uk

https://stem4.org.uk

www.mind.org.uk

www.place2be.org.uk

www.mind.org.uk

www.nspcc.org.uk

www.actionforchildren.org.uk

www.barnardos.org.uk

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the

best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children Missing from Education

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

A child going missing from education is a potential indicator of a range of safeguarding possibilities. The pastoral team follow the Academy's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and child criminal exploitation, and to help prevent the risks of them going missing in future. This includes when problems are first emerging, but also where children are already known to local authority children's social care and need a social worker (such as on a child in need plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or community.

It is therefore essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as; travelling to conflict zones, Female Genital Mutilation and forced marriage.

Each Academy will inform their Local Authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of the Academy by their parents and the Academy has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the Academy at which they are registered;
- has 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;
- are 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 Academy at the end of that period;
- has been permanently excluded.

Our Academies will inform the Local Authority of any pupil who fails to attend the Academy regularly, adhering to the authority's guidelines. Our Academies work closely with the Local Authority Attendance Officer, who will carry out 'safe and well' checks where necessary, in discussion with the Designated Safeguarding Lead. Our Academies will always liaise with, and take advice from Children's Services.

The Academy will inform the Local Authority of any first day absence of a Looked After Child, where contact with carers could not be made.

For further information and guidance please refer to the relevant Academy's policies in conjunction with this policy. For further guidance on **Children Missing from Education**,

please also refer to the Academy's Attendance Policy. Parents/Carers must ensure the Academy has at least two emergency contacts for their child.

Children with Special Educational Needs and Disabilities or physical health issues

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;
- these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be the financial benefit to other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

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);
- 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; and
- 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.

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim wants or needs and/or (b) for the financial or other advantage of the perpetrator or facilitator and or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears to be consensual. CCE does not always involve physical contact, it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines see section 18), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following signs may be indicators of child sexual exploitation and child criminal exploitation:

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

There are some indicators that will differ for male and female victims. Staff should be mindful of female pupils wearing inappropriate clothing, found to be carrying a large number of condoms on their person, or who fall pregnant. Male pupils who are found to have committed offences, become homeless or disclosed their sexuality are at greater risk of vulnerability and therefore greater risk of exploitation.

County Lines

County lines is the police term for gangs and organised criminal networks supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons.

Like other forms of abuse and exploitation, county lines exploitation:

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

One of the key factors found in most cases of county lines exploitation is the presence of

some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, children's homes and care homes.

The national picture on county lines continues to develop but there are recorded cases of the use of social media to make initial contact with children and young people.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless 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.

Elective Home Education

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their Local Authority of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from the Academy, with a view to educating at home, we will liaise with the Local Authority and relevant key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is particularly important where the child has SEND, is vulnerable, and/or has a social worker.

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.

'Honour Based' Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and treated as such. If in any doubts staff should speak to the Designated Safeguarding Lead.
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 HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

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.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Possible warning signs that FGM might be about to take place are:

- mention of a female relative coming to visit
- a girl becoming easily distressed, fearful or anxious
- referencing FGM (or its other alternative names)
- a child talking about a special procedure/ceremony that is going to take place
- the family making preparations to take the girl abroad 'on holiday' e.g. arranging vaccinations or requesting a prolonged absence from school

There is a range of symptoms of FGM that could consist of:

- severe and/or constant pain
- infections, such as tetanus, HIV and hepatitis B and C
- infertility
- bleeding, cysts and abscesses
- difficulties urinating or incontinence

Victims of FGM are likely to come from a community that is known to practise FGM. Teachers must personally report to the police (dialling 999), after informing the Designated Safeguarding Lead, if they discover that FGM appears to have been carried out on a girl under the age of 18.

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.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Academy will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Looked after and previously looked after children may also have additional barriers to overcome in relation to safeguarding. The staff member for each Academy with responsibility for LAC and PLAC children are named in their Academy addendum.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation - technology often provides the platform that facilitates harm. An effective approach to online safety empowers an Academy to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm – this can included sending nude images and/or semi-nude images
- Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams

Please also refer to the Trust's E-Safety and ICT Acceptable Use Policies.

As our Academies increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. All our Academies use specialist online monitoring software to ensure that inappropriate content or sites are not accessed by pupils or staff. Please also refer to the Trust's 'Employee Code of Conduct'.

Ours Academies will cascade information regarding keeping children safe online regularly to parents/carers.

Peer on Peer / Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of the Academy and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know

how to identify it and respond to reports.

All staff should understand, that even if there are no reports in the Academy, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff and pupils should understand that we have a zero-tolerance for peer-on-peer abuse and that we take such incidents very seriously, engaging with relevant external agencies where appropriate.

Peer on peer abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between peers

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)

• upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Staff are clear as to the Academy policy and procedures with regards to peer on peer / child on child abuse as defined in the Anti-Bullying and Behaviour Policy, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff within the academies will ensure that any disclosure of peer-on-peer abuse from a pupil, or indeed behaviours that have been witnessed are reported via CPOMS and a conversation held with the DSL as soon as possible to allow the incident to be investigated in the correct manner and by trained staff.

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 children and young people who abuse others will be considered separately from the needs of their victims.

Preventing Radicalisation

The Counter-Terrorism and Security Act places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Internet and use of social media has become a major factor in the radicalisation of young people.

All staff should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

Concerns may result in a referral to the Channel panel. The Channel panel is a voluntary process which supports people identified as being vulnerable to being drawn into terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Each Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our Academy's safeguarding approach.

Please refer to our 'Radicalisation and Extremism' policy and our 'Prevent' risk assessment.

- Terrorism is an action that endangers or cause serious violence to a person/people,

causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- **If you have any concerns about any of the above please report immediately to the Designated Safeguarding Lead.**

Private Fostering

Where Academies have not been involved in making the arrangement but a member of staff at an Academy becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, with the intention that it should last for 28 days or more, parents and private foster parents both have a legal duty to inform the relevant local authority at least 6 weeks before the arrangement is due to start; not to do so is a criminal offence. The member of staff should raise this in the first instance with the Designated Safeguarding Lead. The Academy will notify the Local Authority of the circumstances and the Local Authority will check that the arrangement is suitable and safe for the child.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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

Sexting (Youth Produced Imagery)

Sexting is the sharing of sexual imagery (including nudes and semi-nudes) 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 Academy 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 phase '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 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- 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.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any** age and sex, from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

As set out in Part one Keeping Children Safe in Education 2021, all staff working with children in our Academies are advised to maintain an attitude of '**it could happen here'**.

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, offered appropriate support and reassured that we will work with agencies to keep them safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should they ever be made to feel ashamed for making a report. 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:

- challenging inappropriate behaviours;
- 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'; and
- challenging physical 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 the difference between sexual violence and sexual harassment?

Sexual Violence

It is important that Academy and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way, **and that it can happen both inside and outside of the Academy**. 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: s/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: s/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.

Causing someone to engage in sexual activity without consent:

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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, e.g. 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 s/he agrees by choice to that penetration and had the freedom and capacity to make that choice.

Academy staff should be aware that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

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 (Academies should be considering when any of this crosses a line into sexual violence - it is important to talk 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:

  - consensual and non-consensual sharing of sexual images and videos;
  - sharing of unwanted explicit content
  - upskirting (is a criminal offence)
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment:

The response to a report from a child is important. Our Academies are aware that how we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. If we fail to recognise, acknowledge or understand the scale of harassment and abuse, or even downplay some of these behaviours, we are risking this leading to a culture of unacceptable behaviour. 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.

An example of what to say to a child if they disclose to a member of staff is given below:

"Thank you for sharing this with me. You have been very brave in telling me and I appreciate how difficult that will have been. You have done nothing wrong, and I am so proud of you for sharing this today. It is really important that I pass this information onto (DSL name) so that we can support you"

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Our Academies are undertaking a phased approach to incorporating relationships education, relationships and sex education (RSE) and health education within the curriculum. Please also see our Trust's Relationships Education, Relationships and Sex Education (RSE) policies.

Safeguarding during Covid-19 measures

From September 2020, the Government allowed schools to fully re-open for all pupils and there have been a variety of protective measures in place due to Covid-19.

Academies within Matrix Academy Trust will be mindful of any further specific guidance released by the Government in relation to safeguarding. Staff will be alert to the impact there has been on pupils following this pandemic and may identify new safeguarding concerns as a result. The Covid–19 annex to this policy will continue to be reviewed and updated if and when government advice changes.

Addendum 2

Procedures in Relation to Visitors to the Academy Site

- Visitors are required to report **directly** to the reception by the main entrance.
- Once inside the Academy, all visitors must sign the visitors' book.
- The Visitor Information Booklet must be read and signed for at reception.
- 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, questioned about their business in school and escorted **immediately** to reception.
- The Academies reserve 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 by Academy staff**.

People not working with children

Examples: builders and gardeners 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 dependent 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**.

Addendum 3

Procedures in Relation to Management and Recruitment of Staff

Our recruitment procedure pays full regard to 'Keeping Children Safe in Education' September 2021 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.

A central record is maintained within Academies of all staff and teacher trainees, 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.

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 the children in the Academy.

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. Staff induction includes awareness sessions on the Safeguarding Policy, the Academy's Behaviour Policy and the response from schools when a child goes missing from education. In addition:

- All staff and volunteers receive Level 1 Basic Awareness Safeguarding Children and Young People training at least every 2 years, delivered by the Designated Safeguarding Lead and safeguarding staff.
- 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 (see Employee Code of Conduct).
- Designated Safeguarding Lead and Deputies receive DSL specific Advanced Training (level 2 or 3 depending on authority) 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 inter-agency meetings
- Contributing to the assessment of children
- Liaising with the Local Authority and working with other agencies in line with 'Working Together to Safeguard Children' (July 2018) and 'Keeping Children Safe in Education' September 2021.

There may be times when adults in our Academy, in the course of their duty, use physical intervention to restrain children. The Head Teacher requires the adult involved in any such

incident to report this to him/her **immediately** so it can be recorded appropriately.
NB: Physical intervention is appropriate in line with guidelines in section 50A of the Education Act 1996.

Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in school (see Policy for the Use of Control & Reasonable Force), during school activities offsite. They are also aware of the need to **report** issues for action by 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 Head Teacher 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.

Our primary Academy will follow the DfE statutory guidance 'Disqualification under the childcare Act 2006' updated 31 August 2018. Staff at the Primary Academy should declare on appointment they are not disqualified but if their circumstances change they must inform the Head Teacher.

Staff relationships and associations in and out of the Academy (and online) may have implications for the safeguarding of students. Staff should discuss any changes to personal circumstances with the DSL and/or Head Teacher if it may impact the safeguarding of any student.

Addendum 4

Bloxwich Academy Primary
Safeguarding through the Curriculum

Pupil safeguarding and the promotion of fundamental British values are a core business of our work at Bloxwich Academy Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

This is further enhanced by the assembly 'theme of the week', circle time activities and visitors to school.

Sex and Relationships Education

At Bloxwich Academy – Primary School SRE education is primarily delivered through our Science and PSHE units of work. The school nurse has had an integral role in delivering the SRE curriculum. Individual IEP targets are set for pupils who need additional input around specific areas.

Religious Education

Our Religious Education and assemblies include learning about different beliefs and festivals and provide opportunity to address many aspects of safeguarding.

Bloxwich Academy Secondary
Safeguarding through the Curriculum

In addition to ensuring our safeguarding procedures and training are of the highest standard and that staff remain vigilant, the academy also recognises the importance of safeguarding our pupils through education and the curriculum.

The academy's Citizenship/PSHE programme is our main vehicle for delivering safeguarding topics. Examples include: British and World cultures; British values; sexual health and healthy relationships; drug/alcohol education; human rights; exploitation; extremism and peer on peer abuse. This curriculum time also covers health and wellbeing with a focus on healthy lifestyles, diet, sleep, personal hygiene and the importance of vaccinations. On-line safety is also reinforced through the IT curriculum. To assist with the teaching of these topics we regularly work with organisations such as: School Health, CASH nurses, Street Teams as well as Loudmouth, Tapestry and Reveal Theatre Groups. Pupils also have access to a counsellor who offers advice and guidance on keeping safe.

The key emphasis is on raising awareness so our pupils are informed about how to keep themselves safe in a range of situations and, over time, develop a good understanding of the challenges they face growing up in modern Britain.

Addendum 5

Bloxwich Academy

Designated Safeguarding Staff:

If you are concerned about a child please report **immediately** to:

Primary Site

Mrs S Shepherd (Designated Safeguarding Lead)
or, in her absence:
Ms K Martin (Deputy Designated Safeguarding Lead)
Mrs U.Simpson-Prevent Single Point of Contact (SPOC)
Designated teacher for looked after and previously looked after children— Mrs S Shepherd
E-safety – Mrs S Shepherd

Secondary Site

Mrs U Simpson (Designated Safeguarding Lead)
or, in her absence:
Mr I Chamberlain (Deputy Designated Safeguarding Lead)
Mr A Seager (Headteacher)
Mr B Bradley (Head of House)
Mr A Booth (Head of House)
Miss J Williamson (Head of House)
Miss S Stanley (Head of House)
Mrs U Simpson-Prevent Single Point of Contact (SPOC)
Designated teacher for looked after and previously looked after children—Mrs U Simpson
E-safety – Mrs U Simpson

Reporting Procedure

A face to face conversation with the Designated Safeguarding Lead within 60 minutes from the time the concern was raised, supported by a written report via CPOMS

Children's Services Contacts

Walsall MASH (Multi Agency Safeguarding Hub)	0300 555 2866
Walsall Out of Hours Emergency Contact	0300 555 2922
Prevent Co-ordinator	01922 654499
Police	101 / 999
Local Authority Child Safeguarding Advisor Seona Baker (Seona.Baker@Walsall.gov.uk)	07951 819648 / 01922 652834
Local Authority Website	www.wlscb.org.uk

LADO Contacts

LADO (Local Authority Designated Officer)

Tina Cooper	Direct line: 01922 654040
	Mobile: 07432 422205
	Email: Tina.Cooper@walsall.gov.uk

In case of absence, call 01922 646640 (The Hollies) or 0300 555 2866 (MASH) who will be able to give details of LADO for that day.

Staff with Multi-Agency Advanced Safeguarding Training at Bloxwich are:

Mr A Seager (Headteacher - Secondary), Mrs S Shepherd (Headteacher - Primary), Mr I Chamberlain (Deputy Headteacher - Secondary), Mrs U Simpson (Assistant Headteacher - Secondary), Mr B Bradley (Brindley Head of House-Secondary), Mr A Booth (Telford Head of House-Secondary), Miss S Stanley (Stephenson Head of House-Secondary), Miss J Williamson (Watt Head of House-Secondary), Ms K Martin (Deputy DSL - Primary)