



Safeguarding & Child Protection Policy

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1. Safeguarding team

Designated Safeguarding Lead	Theresa Richardson – Assistant Headteacher t.richardson@lhea.org.uk Tel: 01753-691583
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Child Looked After Designated Teacher	Theresa Richardson – Assistant Headteacher t.richardson@lhea.org.uk Tel: 01753-691583
Safeguarding Governor	Mrs Jacqui Smith sjbeducation@outlook.com
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2. Introduction

Lynch Hill Enterprise Academy (LHEA) recognises that all members of its community have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. The values and ethos of the Academy are central to our Safeguarding and Child Protection Policy.

The governing body and staff of LHEA are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. We take very seriously and fully recognise, the responsibilities we have to safeguard children entrusted to our care. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies. Adults in our school encourage children and young people to talk to us about anything that worries them.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the Academy. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

This policy has been developed in accordance with the principles established by the Children Acts and Keeping Children Safe in Education - statutory guidance for schools and further education (FE) colleges. (September 2018).

- The Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question.

We recognise that all staff, including volunteers have a full and active part to play in protecting our students from harm and promoting their welfare. We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. The child's welfare is our paramount concern.

All staff and the Directors believe that our Academy should be an environment which provides a secure, caring, positive, safe and stimulating environment where students feel valued, respected and listened to and which promotes the social, physical and moral development of the individual child.

We follow the procedures of the Local Safeguarding Children Boards (LSCB) whose objectives are:

- To co-ordinate what is done by each person or body represented on the board for the purposes of safeguarding and promoting the welfare of children in the local area;
- To ensure the effectiveness of what is done by each person or body for those purposes. We use the following link - <http://proceduresonline.com/berks> to take account of any update on guidance for the LSCB.

The **aims of this policy** are:

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- To ensure the school has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Safe Practice

Safe working practice will help keep pupils safe and will require all staff to:

- Be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Be aware of the school's confidentiality policy.
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Know the safeguarding policy
- Have read part one and annex A of **Keeping Children Safe in Education 2018** part one.

- Sign the staff code of conduct.
- Staff should be confident about reporting any safeguarding concerns and know that any staff member must refer their concerns directly to Children’s Services if they feel their concerns are not acted on appropriately within the school setting.
- Staff should be confident in contributing to safeguarding arrangements and policy if they are aware of potential improvements to safe practice.

In order to safeguard and promote the welfare of our pupils, the school will act in accordance to the following legislation and guidance:

Children Act 1989	<p>Currently provides the legislative framework for child protection in England. Key principles established by the act include:</p> <ul style="list-style-type: none"> • the paramount nature of the child's welfare • the expectations and requirements around duties of care to children
Children Act 2004	<p>Strengthens the 1989 Act. Encourages partnerships between agencies and creates more accountability. Part three of the Children Act 2004 applies solely to Wales.</p> <ul style="list-style-type: none"> • Creates the post of Children's Commissioner for England. • Places a duty on local authorities to appoint a director of children’s services and an elected lead member for children’s services, who is ultimately accountable for the delivery of services. • Places a duty on local authorities and their partners (including the police, health service providers and the youth justice system) to co-operate in promoting the wellbeing of children and young people and to make arrangements to safeguard and promote the welfare of children • Updates the legislation on physical punishment (section 58) by limiting the use of the defence of reasonable punishment so that it can no longer be used when people are charged with the offences against a child of wounding, actual or grievous bodily harm or cruelty. Therefore any injury sustained by a child which is serious enough to warrant a charge of assault occasioning actual bodily harm cannot be considered to be as the result of reasonable punishment
Safeguarding Vulnerable Groups Act 2006	<p>Established a single body to make decisions about individuals who should be barred from working with children and to maintain a list of these individuals.</p>

Protection of Freedoms Act 2012	Merged the Independent Safeguarding Authority with the Criminal Records Bureau (CRB) to form a single, new, non-departmental public body called the Disclosure and Barring Service (DBS).
Children and Families Act 2014	<p>Introduced a number of reforms including the following provisions:</p> <ul style="list-style-type: none"> • Encourages ‘fostering for adoption’ which allows approved adopters to foster children while they wait for court approval to adopt. • Introduces a 26 week time limit for the courts to decide whether or not a child should be taken into care. In some cases, this limit may be extended by eight weeks. • ‘Staying put’ arrangements which allow children in care to stay with their foster families until the age of 21 years. This is provided that both the young person and the foster family are happy to do so. • Introduces a single assessment process and an Education, Health and Care (EHC) Plan to support children, young people and their families from birth to 25 years. The EHC plan will replace statements of special educational needs.
Education Act 2002 (section 175)	Included a provision requiring school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children.
Adoption and Children Act 2002 (section 120)	Amended the Children Act 1989 by expanding the definition of "harm" to include witnessing domestic violence.
Female Genital Mutilation Act 2003	As amended by sections 73 and 74 of the Serious Crime Act 2015, makes provisions for FGM Protection Orders and the legal duty for regulated social care and health professionals and teachers to make a report to the police if a girl under 18 tells them she has undergone an act of FGM, or if they observe physical signs that a girl under 18 has undergone FGM.
Children and Adoption Act 2006	Gave courts more flexible powers to facilitate child contact and enforce contact orders when separated parents are in dispute.
Children and Young Persons Act 2008	Legislated for the recommendations in the Care Matters white paper (DfES, 2007) to provide high quality care and services for children in care. It covers England and Wales (in part) and also placed a duty on registrars to notify the Local Safeguarding Children Board of all child deaths.
Borders, Citizenship and Immigration Act 2009	Placed a duty on the then UK Border Agency to safeguard and promote children's welfare (section 55), bringing them in line with other public bodies that have contact with children.
Apprenticeships, Skills, Children and Learning Act 2009	Legislated for there to be two lay members from the local community sitting on each Local Safeguarding Children Board.
Education Act 2011	Made changes to provisions on school discipline and placed restrictions on the public reporting of allegations made against teachers.

Human Rights Act 1989	The Human Rights Act 1998 (the Act or the HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to.
	<p>The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.</p> <p>It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.</p>
The Equality Act 2010	<p>The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.</p> <p>It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.</p>
Working together to safeguard children 2018	The Department for Education published an updated version of the key statutory guidance for anyone working with children in England in March 2015. It sets out how organisations and individuals should work together and how practitioners should conduct the assessment of children.
Keeping Children Safe in Education 2018	Sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

4. Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children with the Designated Safeguarding Lead or either of the Deputy Designated Safeguarding Lead, using the systems and processes designed for this purpose.

The Trust Board understands and fulfils its safeguarding responsibilities. It will:

- Ensure that that the school has a robust Child Protection Policy and that this is reviewed annually.
- Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
- Ensure that there is both a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead in place, together with a Nominated Governor for Child Protection.
- Recognise the importance of the role of the Designated Safeguarding Lead and support him/her, ensuring the training necessary to be effective is undertaken.
- Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

- Recognise the contribution the school can make to helping children and young people keep safe through the teaching of self-protection skills and encouragement of responsible attitudes through the whole curriculum.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to the Safeguarding Children and Safer Recruitment in Education guidance published by the Department for Education and legislation referred to therein.
- Ensure the safeguarding needs of students, their families and the school are fully understood and resources allocated to meet identified needs.
- Receive and review the annual Safeguarding Report and ensure that it is shared with the Local Authority.
- It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.
- The Nominated Governor will for child protection will be familiar with Local Authority procedures and guidance issued by the Department for Education:
- Work with the Designated Safeguarding Lead to produce and review the Child Protection Policy together with a Safe Working Practice Policy and Code of Conduct for Staff.
- Undertake the training available for Nominated Governors.
- Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.

We have a Designated Safeguarding Lead who is a member of the Schools Senior Leadership Team and who is responsible for:

- Adhering to the LSCB and national guidelines, Slough Child Protection Procedures, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse. Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care.
- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensuring that an indication of further record-keeping is marked on the student records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.

- Ensuring that any absence, without satisfactory explanation, of a student currently subject to a child protection plan is immediately followed up. Ensuring that any student currently on the child protection register who is absent without explanation for two days is referred to Children and Family Services and the Education Welfare Service.
- Ensuring that if a student about whom there have been child protection concerns leaves the school, that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the student's new school as a matter of urgency. The original copy of significant documents produced by the school in relation to a child will be retained at our School until the child reaches 25 years of age.
- Ensuring that all school staff are aware of the school's Child Protection and Safeguarding Policy and procedures, and know how to recognise and refer any concerns. Ensuring all staff are trained.
- Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfill its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Keeping themselves up to date with knowledge to enable them to fulfill their role, including attending relevant training at least every two years.

5. Procedures

Our Safeguarding and Child Protection policy is written with due regard to the national guidance. "Safeguarding Children and Safer Recruitment in Education" published by the Department for Children Schools and Families updated 2012 and will be reviewed each time any subsequent guidance is issued by the Secretary of State. Equally, Academy procedures for safeguarding children will always be compliant with local guidance and procedures and the Child Protection Procedures produced by the Local Safeguarding Children Board.

We will ensure that:

- We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Lead will update their training with LA approved training at least every two years.
- We have a member of staff who will act in the Designated Safeguarding Lead's absence who has also received training for the role of Designated Safeguarding Lead, and who will have been briefed in the role.

- All adults (including supply teachers and volunteers) new to our school will be made aware of the schools policy and procedures for child protection and the name and contact details of the Designated Safeguarding Lead.
- All members of staff are provided with opportunities each academic year to receive training arranged or delivered by the Designated Safeguarding Lead in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy. The Policy is also available on the School website.
- All staff, parents/carers and children are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the Designated Safeguarding Lead of any concerns, although specific details of further actions may be appropriately withheld by the Designated Safeguarding Lead as information will only be shared on a need to know basis.
- All staff have a responsibility to ensure that the school building and site are safe and secure at all times. If they have any concerns (e.g. at the presence on site of an unidentified individual or if they see an open gate) they should raise these with a senior manager immediately.
- Our lettings policy will seek to reflect the on-going responsibility of those using the site outside of normal school hours towards keeping children and young people safe.
- Community users organising activities for children are aware of and understand the need for compliance with child protection guidelines and procedures.
- LHEA will always follow safe recruitment procedures so that we can be confident that all adults working in our Academy are safe to do so.
- The name of any member of staff considered not suitable to work with children will be notified to the DFE Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations 3.
- Our procedures will be annually reviewed and up-dated.

6. Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected please follow the procedure set out in **Appendix 25**.

7. Referrals

It should be noted that any referrals should be made to the Social Care team of the child's home Borough authority, not the School Borough, should this be different. The Designated Safeguarding Lead will normally be the person to establish contact.

Normally, when there are Safeguarding concerns, the Designated Lead will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

Physical injury, emotional abuse or neglect:

- If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services.
- Where emergency medical attention is necessary it will be sought immediately. The Designated Lead should inform the doctor of any suspicion of abuse.
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.

Sexual abuse:

- The Designated Lead will contact Children's Social Care Services or Police Child Protection Team.
- The Designated Lead will not speak to the parents
- Under no circumstances should the Designated Lead, or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the Designated Lead is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

8. Dealing with allegations of abuse against staff

Please see **Appendix 17** for the Academy's procedure for dealing with allegations against staff.

9. Dealing with allegations of abuse against other children

If an allegation of abuse is made about another child it should be reported directly to the Designated Safeguarding Lead who will consult with the Duty Social Work service for the Borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable.

Please see **Appendix 23** for further information on **peer on peer abuse**.

10. Prevention

We recognise that the school plays a significant part in the prevention of harm to our students by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The Academy will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help
- Actively engage with local and national initiatives aimed at protecting children from harm. This includes the Government's PREVENT strategy, aimed at protecting young people from radicalisation towards terrorist causes.
- Ensure that any external speaker or other provider working with students is given a clear brief regarding the content of their talk or work, and ensure that their talk or work is monitored.
- Where it is considered appropriate and with the permission of parents we will conduct routine searches of students' bags to ensure that they are not bringing items into school, through which they may cause themselves harm (e.g. pencil sharpener blades; energy drinks etc.)

11. The role of the Designated Safeguarding Lead

The Designated Lead is generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect.

The Deputy Designated Lead is appropriately trained and in the absence of the Designated Lead, carries out those functions necessary to the ongoing safety and protection of pupils. The three broad areas of responsibility of the Designated Safeguarding Lead are:

Managing Referrals

- To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing.
- To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child.
- To inform the police in cases where a crime may have been committed.

- To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)
- To keep detailed, accurate, secure written records of concerns and referrals
- To report to the local authority any pupil who fails to attend school regularly, has been absent, without the school's permission for a continuous period of 10 school days or more.
- To liaise with the Head of School to inform him of any issues and ongoing enquiries.

12. Training

All staff in the School will undertake regular updates to ensure they are competent to carry out their responsibilities for safeguarding, the promotion of the welfare of children and to create an environment where staff feel able to raise concerns and feel supported in their safeguarding role. The training will enable all staff to be able to recognise the signs and symptoms of abuse and neglect.

New members of staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. They are given a copy of the School's Safeguarding policy, Keeping Children Safe in Education – Information for all staff and the staff Code of Conduct; and the name of the Designated Safeguarding Lead.

The Designated Safeguarding Person(s) undertake regular training. All staff, including those who do not work directly with children (for example, office staff, premises staff or catering staff), undertake training. Awareness of various safeguarding issues will be imparted to staff as required.

A separate training record for safeguarding and child protection is maintained. During the new staff induction process, or when the School's Safeguarding Policy is renewed, all staff sign to say that they have received, read and understand the School's Safeguarding policy, Code of Conduct and 'Keeping Children safe in Education – Information for all Staff'.

13. Staff Recruitment

- The Academy ensures that it follows the guidance on Safer Recruitment of staff, including advertising appropriately, including a statement about our commitment to safeguarding and that enhanced DBS checks will be carried out; two satisfactory references being obtained prior to confirmation of a post and all relevant checks being finalised prior to appointment.
- All persons who have any contact with students at the school have a full interview (including safeguarding specific questions), DBS check prior to working at the Academy and all necessary risk assessments conducted as required.

- Our interview panel will always contain at least one member trained in safer recruitment practice.
- The Academy maintains a single central register of the details and checks of all staff, governors and visitors attending the school and ensures that their enhanced clearance is renewed every three years.

14. Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

- The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. (See appendix 3)

15. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

LHEA will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing Education using the CME Protocol. CME Protocol
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children. This can include referral to Early Help Services offered to children and families by various providers.

- If a student has medical needs, liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
- Notifying Children and Family Services as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all CLA in the school.
- Notifying Social Care when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, stepparent, aunt, uncle or grandparent for a period of more than 28 days.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- Providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new place of education (to the Designated Person) as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

16. Working Together with Parents / Carers

Student Information

We recognise the importance of keeping up-to-date and accurate information about students. We regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility.
- Emergency contact details.
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children's

Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents / carers.

17. Attendance

- We are aware that a student's unexplained absence from school could mean that they are at risk from harm.
- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
- We will always seek to clarify the reason for a child's absence from school with the child's parent / carer as soon as is practicable on the first day.
- We will always report a continued absence about which we have not been notified by the parent / carer to the Education Welfare Service.
- We will always report to the Local Authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Education Welfare Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

18. Confidentiality

- We recognise that all matters relating to Safeguarding and Child Protection are confidential.
- The DSL and Deputy DSL will disclose personal information about a student to other members of staff strictly on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the student records.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Safeguarding Advisory Service, the Police or Social Care on this point.

19. Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is on the staff Drive. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- We recognise that our Designated Person(s) should have access to support (as above) and appropriate workshops, courses or meetings as organised by the LA.

20. Whistleblowing

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

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated whistleblowing Governor or the Local Authority Designated Officer (LADO)

21. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff complies with the Department for Education guidance, „The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies“ July 2013. Use of Reasonable Force, 2013 This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Any such intervention will be recorded and parents / carers notified.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding / child protection or disciplinary procedures.

Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items: *'knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.'*

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

22. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

23. Racist Incidents

Our policy on racist incidents is set out in our Behaviour Policy. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

24. Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

25. e-Safety

The Academy policy on E-safety and ICT use is set out in a separate policy. The use of the Internet is an important part of education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks and teach children how to stay safe when using the internet in their lives out of school. We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment. Any series of, or single serious incident may lead to consideration under safeguarding / child protection procedures.

All staff should be aware of the school policies on e-Safety which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line Inspiring safe and responsible use and behaviour

- Use of mobile phones both within school and on school trips/outings
- Use of camera equipment, including camera phones

26. Photography, video and the use of student images

The taking, and use, of student images will only be undertaken with full parental and student permission. Every precaution will be taken to ensure that names and photographs do not appear together; storage of this data is secure and only used by those authorised to do so.

27. Monitoring and Review of policy and practice

The Designated Person for Child Protection continually monitors our safeguarding and child protection practices and brings to the notice of the Principal and Governors any weaknesses or deficiencies. The Governing Body has a duty to remedy any weaknesses that are identified.

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover.

An annual report is submitted to the Governors which will outline the safeguarding and child protection work we have undertaken during the year. Names of children will not be shared.

Details of the following will be included in the report:

- The names of members of staff with designated child protection responsibilities.
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete.
- The training that has been undertaken by the designated staff.
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of any incidents when physical restraint of students has been used.
- Details of information and guidance that has been given to staff.
- Details of safeguarding and child protection issues included in the curriculum.
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.
- Details of safeguarding and child protection information given to parents / carers.
- Details of the safety of the Academy site and the access given to visitors.
- Confirmation that all Academy lettings have been agreed with consideration given to the safeguarding of children.
- Numbers of child protection referrals made to Children's Services.

- Details of child protection conferences or meetings attended regarding children (names of children are not shared).
- Numbers of children who are, or have been, subject to a Child Protection Plan.

The Governors, and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Links to other Policies:

A range of other Academy policies are central to many aspects of the school's Child Protection Policy, and this document should therefore be read in conjunction with:

- Anti-bullying Policy
- Attendance and Punctuality Policy
- Behaviour for Learning Policy (including information on Physical Intervention)
- ICT (including Internet Protocol)
- Health & Safety

Our Policy was adopted in September 2014 and is reviewed annually by the Governors of our Academy, the Head of School, and will continue to be, reviewed annually.

This policy is available to all parents / carers and parents / carers of prospective students either in hard copy or from our website.

APPENDIX 1

Responding to concerns about individual children

All children at LHEA must be able to place their trust and confidence in any adult working in the Academy. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

All staff must:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the Pupil.
- Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil.
- Report orally to the designated teacher as soon as possible but certainly on the same day. If the Designated Lead is not available, report to the Deputy Designated Lead or a member of the SLT.
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above.
- Report your concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately and then Record your discussion as soon as possible on CPOMS. Note time, date, place, people present and what was said. Records should be verbatim.
- Teachers must not investigate further, but may be required to support or monitor the pupil in the future.

Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns. The contact details for the Local Safeguarding Children's Board (LSCB) is <http://proceduresonline.com/berks>

The Designated Person for Child Protection will:

- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- The Designated Teacher should only inform the parents / carers of the child of any concerns once the Duty Team leader has been consulted and their advice sought.
- Consider whether the matter should be discussed with the child's parents / carers or whether to do so may put the child at further risk of harm because of delay or the parent's / carer's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.
- If the child discloses sexual abuse or sexual abuse is suspected the child must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.
- Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss the allegation with the child, family members or colleagues.
- The Designated Person will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.
- The Designated Person must keep a written record of all contact with other agencies.
- All paperwork relating to child abuse must be kept in a locked cabinet.
- All students who are subject to a Child Protection Plan will have Core Group meetings and Case conferences organised by Social Services. The designated teacher or a member of the Senior Leadership Team / Inclusion team will attend these on behalf of the Academy. Students are aware that these meetings take place and that the Academy will be presenting a report at the meetings. The Designated Teacher, Inclusion Manager and Head of Year monitor students who are subject to a Child Protection Plan and students who are on the Cause for Concern register.

Recognition and Response to Abuse

Owing to the nature of the day-to-day relationship children at Lynch Hill Enterprise Academy have with staff, all adults working in the Academy are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person.

All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child protection.

All adults working in the Academy will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high for definitions of Child Abuse see Appendix 3.

Providing a Safe Environment

All parents / carers of students attending Lynch hill Enterprise Academy must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the Academy.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken .
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our Academy.
Welcoming visitors in a safe and secure manner and ensuring they understand our safeguarding and child protection procedures.
- Undertaking risk assessments when planning out of Academy activities or trips / visits.
- ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

APPENDIX 2

Information for staff

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible.

- Do not engage in conversations about your personal life with student.
- Keep boundaries very clear between you and student, particularly if the conversation involves relationships, emotions, and sexual content.
- Always keep an appropriate distance between you and the student.
- Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual student.
- Do not accept students as 'friends' on Facebook / Myspace or other similar social media sites.
- If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you.
- Avoid giving advice to students about their relationships.
- Do not teach small groups of students/ individuals outside of normal lessons unless there is another member of staff in the Faculty area at that time.
- Be aware of students forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with the Designated Teacher if at any time you are concerned about a situation and wish to seek advice.

APPENDIX 3

Child Abuse

It is clear that the Academy plays a particularly important role in the recognition of possible abuse. This appendix is intended to give staff a clear outline of what constitutes abuse.

As a member of staff at LHEA, you need to be clear about:

- What constitutes abuse?
- How to recognise it.
- Who to refer your concerns to.

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection.
- Affection and approval.
- Stimulation and approval.
- Discipline and control that is consistent and appropriate to age.
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the basis for action under these guidelines:

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

The following are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

1. Definition of Child Abuse

For the purposes of dealing with Child Abuse, a child is defined as **any child or young person under 18 years of age** at the time when care proceedings may be initiated.

There are four areas of definition:

a) Emotional Abuse

The persistent or severe emotional ill-treatment or rejection of a child which has an actual or likely severe adverse effect on the child's behaviour or emotional development. All forms of abuse involve some emotional ill treatment.

b) Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

c) Physical Abuse

The physical injury to a child, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. (This includes deliberate hitting, shaking, throwing, poisoning, burning, attempted drowning or smothering.)

d) Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not fully comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. It may also include non-contact activities such as looking at pornographic materials or sexual activities.

2. Recognition of Abuse

Neglect

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, and withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless when faced with large families living in squalid conditions.

Signs to look out for:

- Dirty unkempt appearance of child, in overall poor condition.
- Thin wispy hair. Underweight child, diarrhea may indicate poor nutrition.
- An undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- An under-stimulated child may not reach expected milestones.
- Behaviour and developmental difficulties that cannot be explained by clinical factors.
- Child may seem listless, apathetic, and unresponsive with no apparent medical cause.
- Frequently absent from school.
- Physically uncared for.
- Left alone for excessive periods.
- Left with parents who are intoxicated or violent.

Associated factors

Neglected children frequently come from homes where there is:

- A parent who is lonely, isolated, unsupported or depressed.
- Poor inter-parental relationship / domestic violence.
- A parent who is abusing drugs or alcohol.
- A large number of children living in cramped or very poor conditions

Action to be taken

If a member of staff has concerns about the well being of a child in his / her class, a discussion should take place with the designated teacher, records should be kept, and when appropriate Social Services staff are informed by the designated teacher.

Emotional Abuse

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents/carers, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanor. It is important to note that the emotional/psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- A child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play.
- A child may be used as a parent's/carer's confidant to a degree that is harmful to the child's psychological development.
- A child may be ignored, rejected or denigrated by a parent/carer.
- A child may be terrorised by a parent/carer or others so that she/he is overly fearful and watchful.
- A parent/carer who is unable to be responsive to a child's emotional needs, who may be emotionally distant and/or excessively negative and hostile.
- A child (usually of a mentally ill or disturbed parent) who is inducted into a parent's/carer's delusory state or paranoid beliefs.
- A child who is cripplingly over-protected and not given freedom to act at an age appropriate level.
- A parent / carer who provides only conditional love with threats of withdrawal of love.
- Changes or regression in mood or behaviour.
- Nervousness, watchfulness.
- Obsessions or phobias.
- Sudden under achievement or lack of concentration.
- Attention seeking behaviour.

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- A mentally ill or disturbed parent drug or alcohol abuse.
- A parent / carer who is socially isolated, unsupported or depressed, or conversely, a parent / carer who has a very active social life with very little time or energy to give to child care.
- a parent / carer who has poor social skills, who may have learning difficulties and lack of knowledge
- About children's age appropriate needs.
- A parent / carer who has suffered severe abuse within her / his own childhood.
- A household where there is 'adult on adult' domestic violence.

Many parents / carers who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother /father.

Action to be taken

If a teacher is concerned that a student in her / his class is being emotionally maltreated, it should be reported to the designated teacher, detailed records should be kept, and when appropriate, Social Services staff informed by the designated teacher.

Physical Abuse (Non-Accidental Injury)

Location of injury

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as
- Children who may have suffered physical injury.
- Unexplained absences.
- Physical signs of injury.
- Unexplained or confused accounts of how an injury occurred.
- Explanation of an injury which appears to be inappropriate to the nature and age of the injury.
- Have injuries which have not received medical attention.
- Have injuries in places not usually normally exposed to falls, rough games etc.
- display symptoms of Neglect - under nourishment, failure to grow, constant hunger

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

- Facial bruising around the mouth and ears.
- Groups of small bruises.
- Black eyes without a forehead injury, particularly if both eyes are affected.
- Weal marks or outline of bruising (e.g. hand mark).
- Bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin).
- Bruises on the back, back of legs, stomach, chest or neck.
- Bruises or cuts to mouth or tongue (e.g. split frenulum).
- Pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks.

b) Bites

- Bites leave clear impressions of teeth and some bruising.
- Parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent.
- Bites can be inflicted almost anywhere on the body.
- Bites are never accidental.

c) Burns and Scalds

- Children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally.
- A cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin.
- Cigarette burns can be found in groups and can be found on any part of the body.
- Scalds from boiling water may result from lack of supervision, or non-accidentally.
- A child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet.
- Burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted.

Associated Factors

- Injuries not consistent with explanation given by parent (even if agreed by the child).
- Circumstances where parent delays seeking medical advice.
- A history of repeated injuries or presentation to the Accident & Emergency Department.
- Consent for a medical refused by parent.
- Desire of a parent to attribute blame elsewhere.
- Distant or mechanical handling of the child by the parent.

Action to be taken

If a teacher has concerns that a student in her / his class may be suffering from physical abuse, the designated teacher should be informed, and detailed records kept (including dates of injuries noted). The designated teacher will decide if concerns should be shared with parents / carers, and when appropriate, Social Services staff and a designated doctor should be informed.

Sexual Abuse

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships

What is sexual abuse?

Sexual abuse can be one or more of the following:

- Rape – genital and / or oral intercourse.
- Digital penetration or penetration with an object.
- Mutual masturbation.
- Inappropriate fondling.
- Taking pornographic photographs or exposing the child to pornographic materials.
- Forcing the child to observe others involved in sexual activities.
- Sadomasochistic activities.

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgmental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about 'Stranger Danger' should only form part of the child protection programme.

Signs to look out for:

- Any allegations made by the child.
- A child who demonstrates inappropriate sexual interest and activity, through play or drawings.

- Sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed.
- A child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours.
- A child who shows a marked fear of adults, usually men, but occasionally men and women.
- A child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away.
- A child who suddenly starts to wet or soil.
- A child who takes over the role of wife / mother within the family.
- A child whose concentration and academic performance suddenly deteriorates.
- A child who avoids medical examination or is reluctant to change for PE.
- a child who has low self-esteem and few friends
- Aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child.
- Frequent unexplained absences or lateness.
- A child who talks of nightmares and being unable to sleep; a child who may be excessively tired.
- Fire raising.
- Pregnancy in young teenagers where the identity of the father is vague or unknown.
- Recurrent urinary tract infections.
- Signs of sexually transmitted infections and overall disheveled appearance.
- Eating disorders – Anorexia, Bulimia.

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the designated teacher, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

3. Referral

If you suspect that a student is being subjected to any of these forms of abuse, you should refer the matter directly and immediately to the designated teacher. He/she will decide on any subsequent course of action to be taken. Only the designated teacher should contact outside agencies. If the suspicion of abuse relates to a member of staff you should refer the matter directly and immediately to the both the Headteacher and Executive Headteacher.

APPENDIX 4

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. 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. 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 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.

Risk factors for FGM include:

- Low level of 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
- Indications 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.
 - Frequent urinary, menstrual or stomach problems.
 - prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
 - Reluctance to undergo normal medical examinations.
 - Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the DSL, rather than the police.

APPENDIX 5

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour
- Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people

APPENDIX 6

Duty to Preventing Terrorism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. The curriculum is used to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

The school is committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

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

APPENDIX 7

Forced Marriage

This is an entirely separate issue from arranged marriage. A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel they are bringing shame on their family). Financial abuse (withholding of money) can also be a factor.

APPENDIX 8

The 'One Chance' rule

With FGM and forced marriage there is the 'One Chance' rule. It is essential that staff report any concerns without delay.

Remember for FGM, if any **teacher**, in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, then the **teacher** must report this to the police.

APPENDIX 9

Honour Based 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, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such to the Designated Safeguarding Lead or Deputy.

APPENDIX 10

Faith Abuse

The belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Any concerns about a child which arise in this context must be taken seriously and escalated to the Designated Safeguarding Lead or Deputy.

Children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

APPENDIX 11

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Any suspicion of trafficking / exploitation must be reported to the Designated Safeguarding Lead or Deputy.

APPENDIX 12

Youth produced sexual imagery (sexting)

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the Designated Safeguarding Lead or Deputy as soon as possible.
- The Designated Safeguarding Lead or Deputy should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person may inform a class teacher, the Designated Safeguarding Lead or Deputy in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school, or inform the police directly. Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

An immediate referral to police and/or children's social care should be made if at this initial stage:

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

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light). The decision to respond to the incident without involving the police or children's social care would be made in cases when the Designated Safeguarding Lead is confident that they have enough information to assess the risks to pupils involved and the risks can be managed. The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

All incidents relating to youth produced sexual imagery need to be recorded. This includes incidents that have been referred to external agencies and those that have not.

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks.

APPENDIX 13**Teenage Relationship Abuse**

Controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to can occur within teen relationships. Young people also need an understanding of consent within a relationship. Sometimes this abusive behaviour can be considered normal and therefore left unchallenged. Our PHSE programme provides education to help prevent to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

APPENDIX 14

Gangs and Youth Violence

Slough and some of the surrounding area is affected by gangs and youth violence. Our safeguarding should focus on young people who are vulnerable of making the transition to gang involvement as well as those already involved in gangs. The risk or potential risk of harm to the pupil may be as a victim, a perpetrator or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor motivation and educational attainment, or mental health problems.

A pupil who is affected by gang activity or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

APPENDIX 15

Working with children one-to-one

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them. Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2009)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one to one situations.
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

- Teachers have a duty to report any concerns regarding a child's welfare.
- Teachers must be aware of the contents of the Safeguarding Children Policy and the name of the designated teacher.
- If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- All concerns must be recorded, dated and signed.

APPENDIX 16

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for 28 days or more by someone who is not their parent or a close relative. Close relatives are defined as grandparents, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent (a parent's unmarried partner is not a step-parent in this context). It is a private arrangement between a parent and the carer.

Many private foster carers and parents are not aware of the requirement to notify the local authority and as a result, a significant number of these care arrangements remain hidden. Private fostering can be helpful for a child but may leave some children vulnerable to abuse or neglect.

There is a legal requirement for private foster carers and parents to notify the local authority of all private fostering arrangements. It is a potential offence not to notify the local authority, without reasonable cause.

If we are aware of a child in any private fostering situation – whether proposed or where the placement has begun – we will must advise the private fostering carer, the parents and any other person involved in making the arrangements to contact the local authority.

If any member of staff becomes aware that a pupil may be living in a private fostering arrangement this should be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Private fostering situations can include:

- Children or young people who are sent to this country for education by their birth parents from overseas.
- Teenagers living with a friend's family because they have fallen out with their parents.
- Children staying with another family because their parent has been hospitalized.
- A child from overseas staying with a host family while attending school, or overseas students at boarding school who stay with a host family over the holidays – for more than 28 days.

APPENDIX 17

Allegation against a member of staff procedure

This document provides the steps to take where there is an allegation of physical or sexual abuse against a member of staff in relation to an Academy student. The process described in this document is intended for use with both teaching and associate staff. In this procedure, the term “parents” means all those having parental responsibility for a child.

The Academy recognises that any allegation is serious and needs to be dealt with in a sensitive, efficient manner. It is also important that those with responsibilities described in this procedure act without delay. All parties involved are likely to be distressed. Any disruption to the normal running of the Academy should be minimised.

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance ‘Keeping Children Safe in Education (2016).

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a child
- Behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Headteacher, unless the Headteacher is the one against whom the allegation is made. If the Headteacher is absent, the report should be made to a member of SLT. An allegation against the Headteacher should be reported to the Safeguarding Governor.

An allegation against a member of staff must always result in a senior person at the school contacting the relevant Local Authority’s Designated Officer (often called the LADO) who will guide the next steps to be taken.

In response to an allegation all other options should be considered before suspending a member of staff. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

Many cases may well not warrant the consideration of either a police investigation or enquiries by the Local Safeguarding Children's Board (LSCB). In these cases local arrangements should be followed to resolve cases without delay. However some rare allegations will be so serious they require immediate intervention by the LSCB, in which case the following guidelines are followed:

The Headteacher (or Safeguarding Governor) should record any information about dates, times, locations and names of potential witnesses.

An initial assessment of an allegation should be made by the local authority duty officer (LADO) and the Head (or Safeguarding Governor) to judge whether:

- a) There is need for immediate action to protect the pupil,
- b) The allegation is demonstrably false,
- c) There has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.

Receiving an Allegation

All allegations of physical or sexual abuse made against a member of staff in relation to a student must be reported to the Child Protection Officer (CPO).

The CPO must make a written record (timed and dated) of what has been reported. If possible, the allegation should be written by the student or the person to whom the allegation was first made.

Total confidentiality must not be promised to the student or adult making the allegation or disclosure. For example, the person against whom the allegation has been made will have a right to know the substance of the allegation if disciplinary or legal action is to be taken.

The CPO must not discuss the allegation with the accused person prior to reporting the matter to the Headteacher. In the event of the allegation being made against the Headteacher or Executive Headteacher, the CPO is responsible for reporting the allegation to the Chair of Governors.

Initial consideration of an allegation

The Headteacher, should decide whether any enquiries are necessary in order to decide whether or not to refer the matter to Social Services or the Police. The Headteacher/CPO should consider what information needs to be gathered and how it is to be obtained. Staff or students must not be interviewed. Third parties within the Academy may be asked, but not required, to write an account of their direct experience in relation to the allegation.

Where the Headteacher considers that a referral might be warranted under Child Protection she must refer the matter accordingly without delay. Any alleged physical injuries must be investigated by the appropriate external agencies.

The Headteacher may seek advice from appropriate agencies. These agencies include the Social Services, the Department for Education and the Police.

At this initial stage, the Headteacher, in consultation with any external agencies, should decide on the extent to which information can be shared with the member of staff who is the subject of the allegation.

If the Headteacher decides to refer an allegation to the Social Services and/or the Police, any internal Academy enquiries should be held in abeyance until the Social Services/Police have indicated that they have no further involvement.

If an external referral is decided

The Headteacher should contact the Duty Officer at the Social Services office or the Police, as appropriate, to report the allegation.

The Headteacher should discuss with the Duty Officer what may and may not be said to the student/parent, to the member of staff against whom the allegation has been made, and to the initial informants.

The Headteacher should inform the Chairman of Governors that an allegation relating to a member of staff has been referred. The Headteacher should not describe the circumstances of the allegation to the Chairman of Governors at this stage.

The Headteacher should prepare a standard response to queries by Academy parents and the media. The response should indicate that:

- The matter is governed by procedures which the Headteacher is obliged to follow.
- The matter is in the hands of the appropriate agencies and no further comment can be made.
- No names can be given for public use.

When inter-agency discussions take place, it is essential that the Headteacher or a substitute attends. When the appropriate agencies have completed their procedures, the Headteacher may decide that an internal investigation should be carried out to establish whether or not the Academy's Disciplinary Procedure should be invoked. Any disciplinary investigation conducted by the Academy must follow the Academy's disciplinary procedure. Interviews with children should be kept to a minimum.

If an external referral is not made

An external referral would not normally be made when the Headteacher is satisfied that children are not at risk of significant harm or that a reportable criminal offence has not been committed. An internal investigation should be carried out to establish the circumstances. If the Headteacher decides that disciplinary action may be appropriate, the Academy's Disciplinary Procedure should be invoked.

Any disciplinary investigation conducted by the Academy must follow the Academy's disciplinary procedure. Interviews with children should be kept to a minimum.

Suspension of Staff

Suspension should not automatically follow an allegation but it may be an appropriate step at any stage, depending on the information available. Suspension is not a disciplinary action. The decision on suspension is for the Headteacher to take. Where external agencies are involved, any decision on suspension should be made after consultation with them. Factors such as the seriousness of the allegation, the perceived risk to children, the existence or otherwise of previous complaints and the possible conduct of the investigation may be relevant.

Staff who are suspended should be advised of their point of contact in the Academy. Staff who are suspended should also be advised to contact their professional association, trade union or other professional body.

Role of the Governing Body

Members of the Governing Body will not normally become involved in child protection inquiries involving members of staff unless the Governor is subsequently requested to participate under the Academy's Disciplinary Procedure.

Record keeping

The CPO is required to manage the keeping of records in relation to the allegation. Where a person makes an oral statement, a written record should be produced and, as with other written statements, it should be signed and dated by the author.

The CPO should also ensure that a record is maintained of the process followed in handling the allegation. The Executive Heateacher should verify the accuracy of that record. These records must be stored securely.

APPENDIX 18

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse. If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

APPENDIX 19

Parental Mental Health

Parental mental illness does not necessarily have an adverse impact on a pupil's developmental needs, but it is essential to assess its implications for each child in the family. The diagnosis of a parent/carer's mental health is not seen as defining the level of risk.

Similarly, the absence of a diagnosis does not equate to there being little or no risk. The impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs.
- Child's physical and emotional needs neglected.
- A child acting as a young carer for a parent or a sibling.
- Child having restricted social and recreational activities.
- Child finds it difficult to concentrate- impacting on educational achievement.
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer.
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child).
- Obsessional compulsive behaviours involving the child.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information should be shared with the DSL to consider a referral to children's social care.

APPENDIX 20

Parental Substance Abuse

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency).
- Lack of engagement or interest from parents in their development, education or wellbeing.
- Behavioural difficulties - inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home.
- Tiredness or lack of concentration.
- Child talking of or bringing into school drugs or related paraphernalia.
- Injuries /accidents (due to inadequate adult supervision).
- Taking on a caring role.
- Continued poor academic performance including difficulties completing homework on time.
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this should be reported to the Designated Safeguarding Lead or Deputy.

APPENDIX 21

Gender Based Violence

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

APPENDIX 22**Fabricated or Induced Illness**

Fabricated or induced illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. It is a relatively rare but potentially lethal form of abuse.

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided.
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

APPENDIX 23

Allegations of abuse made against other children

All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to conclude, but not limited to, bullying (including cyber bullying), gender based violence, sexual assault and sexting.

Allegations of peer on peer abuse are serious and should never be tolerated and passed off as banter.

Girls being touched/assaulted sexually or boys being subjected to initiation violence will be dealt with as peer on peer abuse.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more appropriately dealt with as bullying, fighting or sexual experimentation. If a pupil causes harm to another, it is not necessarily a safeguarding concern and can be dealt with in line with the school's behaviour policy.

When considering whether behaviour is abusive, it is important to consider

- Whether there is a difference in power (for example age, size, development) between the young people concerned.
- Whether the perpetrator has repeatedly tried to harm one or more children.
- Whether there are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause significant harm to a victim, this should be regarded as abusive even if harm was not actually caused.

Appendix 24

The safeguarding implications of sexual activity between young people

A child under the age of 13 cannot consent to sexual activity and you must report such activity, or suspected activity to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

It will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving young people below the age of legal consent (16) comes to notice. It is important to distinguish between consensual sexual activity between young people of a similar age (where at least one is below the age of consent), and sexual activity involving a power balance, or some form of coercion or exploitation. Key specific considerations will include:

- The age, maturity and understanding of the pupils.
- Any evidence of pressure to engage in sexual activity.
- Any indication of sexual exploitation.

Appendix 25

County lines and gang exploitation

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. It is estimated that around 4,000 teenagers in London alone are being exploited through child criminal exploitation, or 'county lines'.

Young people exploited through 'county lines' but can be seen by professionals as criminals. However, we need to work together to ensure that these vulnerable children are recognised as victims of trafficking and exploitation so that they can access the support that they need to deal with the trauma they have been through.

Indicators of exploitation and enrollment in county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

For further information see <https://www.childrensociety.org.uk/what-is-county-lines>

Appendix 26

Flow chart for raising safeguarding concerns about a child



