

Child Protection Policy

Aim of the Arbib Education Trust

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Links

This policy is linked to:

- Health & Safety Policy
- Health & Safety of Students on Educational Visits Policy
- Behaviour/ Behaviour for Learning Policy
- E-Safety Policy (and Information Systems Policy)
- Physical Restraint Policy
- Complaints Policy
- Safer Recruitment Policy
- Equality Policy
- Anti-bullying Policy
- SEND Policy
- Attendance Policy
- First Aid Policy
- Sex and Relationships Policy
- Whistleblowing Policy
- Staff Code of Conduct

Legislation and guidance

Keeping Children Safe in Education (KCSIE 2019), governs our practice and policy.

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

This should be read alongside Working Together to Safeguard Children (August 2018) and what to do if you're worried a child is being abused; advice for practitioners (March 2015).

The Arbib Education Trust believe that

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of the child is paramount
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The Purpose of the policy is;

- to provide a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.
- to recognise the need to be alert to the risks posed by strangers or others (including the parents or carers of other students/pupils) who may wish to harm children in the academy or students/pupils travelling to and from the academy address and will take all reasonable steps to lessen such risks.
- for the The Arbib Education Trust to have a Child Protection policy which has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. It is also in compliance with the DfE guidance, 'Keeping children safe in education,' Sept 2018 and The School staffing (England) Regulations 2009 (and 2012/13 amendments). This policy is also supported through work with:
 - Slough Borough Council (SBC) Safeguarding and Child Protection Group
 - Slough Local Safeguarding Children Board (SLSCB).
- applied to anyone working on behalf of TAETs including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.
- applicable to all on and off-site activities undertaken by students/pupils whilst they are the responsibility of each of the academies in the Academy Trust.
- to be provided to staff at induction and at the beginning of the academic year, as well as a copy of Part 1 and Annex A of KCSIE Sept 2018, for them to read and demonstrate understanding. All staff will be asked to sign a document to confirm that they have read and understood both policies.

We will do this by:

- valuing, listening to and respecting children / pupils
- appointing a nominated child protection/safeguarding lead, a deputy child protection/safeguarding lead and a lead trustee/board member for safeguarding
- developing child protection and safeguarding policies and procedures which reflect best practice
- using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- developing and implementing an effective online safety policy and related procedures
- sharing information about child protection and safeguarding best practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- implementing a code of conduct for staff and volunteers
- using our procedures to manage any allegations against staff and volunteers appropriately
- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- recording and storing information professionally and securely
- to ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- to raise awareness of child protection issues and equipping children with the skills needed to keep them Safe including thorough and bespoke training and induction procedures
- To support students/pupils who have been abused, in accordance with their agreed child protection plans.
- To establish a safe environment in which children can learn and develop.

This Child Protection (CP) policy is appropriate across The Arbib Education Trust, however there are specific aspects, including named staff and practice that will differ. These are outlined within this policy.

The Trust strives for consistency across the academies wherever possible, sharing good practice and working in partnership.

The Chair of Governors in each school will review the School Central Record annually.

Safeguarding is an item on each Governing Body and Trust Meeting.

Staff and Governors/Trustees responsible for leading Safeguarding

The Trustee with responsibility for Child Protection: **Mrs Annabel Nicoll**

The Langley Academy (Year 7-Year 13)

Designated DSL Safeguarding Lead - Mr Trevor O'Neill (Deputy Head Teacher)

Deputy Designated Safeguarding Leads:

Ms Velvet Shepherd, (Inclusion Centre Manager)

Mr Nesan Jeyaratnam, (RSL for Year 11)

Jennie Beven (RSL for Year 7)

Mary McCarthy (Cover Supervisor and Assistant RSL for Year 11)

Governor Responsible: Mr David Mallen

The Langley Heritage Primary (N- Year 6)

Designated DSL Safeguarding Lead Mrs Polly Bennett (Head Teacher/ Safeguarding Lead for Trust)

Deputy Designated Safeguarding Leads: Ms Joanne Abercrombie (Family Support Worker) and Ms Tracey Noctor (Family Support Lead).

Governor Responsible: Mr Martin Burford

The Langley Academy Primary (N-Year 4 and growing)

Designated DSL Safeguarding Lead; Mrs Tracey Bowen (Head Teacher)

Deputy Designated Safeguarding Leads: Miss Grace Shaw (Deputy Head Teacher), Miss Renice Miller and Miss Laura Morriss, (Assistant Headteacher)

Governor Responsible: Mr Martin Burford

SCHOOL PROCESS

The Langley Academy

1. When a child makes a disclosure, a parent/community member tells someone something or we are concerned about a child's care/presentation, the adult will record their concerns and pass this on via email and immediately inform a member of the safeguarding team. (This takes priority so could mean interrupting learning/meetings). If a member of the safeguarding team is not available, the Head's PA will contact our Head Teacher (who is a qualified DSL) or another safeguarding lead in The Trust.
2. Dependent on the issue/concern and child, a DSL/ Deputy DSL/ Member of the Safeguarding Team will;
 - Refer to CPOMS and files held.
 - Check the paper files in the locked container.
 - Discuss the issue with each other.
 - Speak to the child.
3. Once the level of concern is ascertained and dependent on the issue and age of the child, the DSLs will;

- Call the parent to clarify the story given. NB this does not apply to every context and could still mean a call to Early Help and/or Social Care.
 - Call Early Help and/or Social Care.
4. We will then follow advice given and also include recording in the paper file or CPOMS.

Slough Social Care is graded inadequate – the threshold of support is infrequently met so work after a referral and or a discussion with a child will include;

- Support through academy teachers, DSLs and others
- Referral to SENCO
- Referral to CAMHS, Speech and Language Services, Daisy’s Dream, Foodbanks, Housing, Domestic Violence support groups.
- Meetings with the parent/family.

The Langley Heritage Primary

1. When a child makes a disclosure, a parent/community member tells someone something or we are concerned about a child’s presentation, the adult/child will immediately inform TN, JA or PB. (This takes priority so could mean interrupting learning/meetings)
2. Dependent on the issue/concern and child, TN, PB and JA will;
 - Refer to CPOMS and files held.
 - Discuss the issue with each other.
 - Speak to the child.
3. Once the level of concern is ascertained and dependent on the issue and age of the child, the DSLs will;
 - Call the parent (eg the child has said his bruise is because he fell over), to clarify the story given. NB this does not apply to every context and could still mean a call to Social Care.
 - Call Social Care.
4. We will then follow advice given and also include recording in CPOMS.

The Langley Academy Primary

1. When a child makes a disclosure, a parent/community member tells someone something or we are concerned about a child’s care/presentation, the adult will record their concerns on the ‘Alert Form’ and immediately inform a member of the safeguarding team. (This takes priority so could mean interrupting learning/meetings). If a member of the team is not available, the Head’s PA will contact another safeguarding lead in The Trust.
2. Dependent on the issue/concern and child, a DSL/ Deputy DSL will;
 - a. Refer to CPOMS and files held.
 - b. Discuss the issue with each other.
 - c. Speak to the child.
3. Once the level of concern is ascertained and dependent on the issue and age of the child, the DSLs will;
 - a. Call the parent to clarify the story given. NB this does not apply to every context and could still mean a call to Early Help and/or Social Care.
 - b. Call Early Help and/or Social Care.

4. We will then follow advice given and also include recording in the paper file or CPOMS.

Role of the Designated Safeguarding Lead (DSL)

On appointment, the DSLs undertake training and if inexperienced, also undertake DSL 'new to role' course. Both Deputy DSLs and DSLs will attend training every 2 years and will take up further training and reading throughout this to ensure they are abreast of all requirements.

The DSL and Deputy DSL are the main point of contact for staff who have concerns about an individual child's safety and the first point of contact for external agencies who are pursuing child protection investigations.

The role of the DSLs is to:

- create a culture of "it could happen here" and referring on to the DSL immediately.
- ensure that all legislations, policies and procedures relating to Local Authority Child Protection Guidance and the Education department are followed
- ensure that all staff, including non-teaching staff, are aware of these policies and procedures, and maintaining a log.
- ensure that all staff have training annually to enable them to know when and to whom they must communicate their concerns
- develop an effective working relationship with other agencies
- make referrals where child abuse is likely to occur, or is suspected or disclosed, to Social Care
- refer cases to the Channel programme where there is a concern required
- refer cases where a person is dismissed or left due to a risk/harm to a child to the DBS
- refer cases where a crime has been committed to the police as required
- ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral
- ensure that all records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- ensure that if a child leaves the academy their child protection file is copied and forwarded to the DSL in the new school. The originals should be retained until the 'child' reaches the age of 25
- attend case conferences, or ensure that the appropriate member of staff attends and is aware of the purpose and procedure for a Child Protection Conference
- ensure that a report is prepared for conference and to participate in core groups as is required
- ensure that any absence, without satisfactory explanation, of a pupil currently on the Child Protection Register is referred to Social Care
- act as a source of support and advice to staff within the academy on all child protection concerns
- ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- provide, with the Executive Principal/Headteacher, an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by the DSL and Deputy DSLs, all staff and governors, number and type of incidents/cases, number of hours spent on child protection issues and number of children referred to Social Care and on the Child Protection Register
- liaise with and inform the Executive Principal/Headteacher of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- keep up to date with knowledge to enable them to fulfil their role, including attending any relevant training, at least every two years.
- to keep written records of concerns about a child if there is no need to make an immediate referral.
- ensure that all such records are kept confidentially and securely and are separate from pupil/student records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Develop a thorough training and induction program for staff and volunteers

Consistency of treatment and fairness

The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for the disabled. The Trust is aware of the guidance on the Equality Act issued by the Department for Education.

Responsibilities and immediate action

- All adults working in the Trust (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for child protection. "Safeguarding and promoting the welfare of children is everyone's responsibility ... no single professional can have the full picture of a child's needs or circumstances... everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action" (KCSIE Sept 2018)
- All staff and governors are advised to maintain an attitude that 'it could happen here'
- All staff have Safeguarding training updated as appropriate and must fully engage in the process.
- Enhanced DBS checks are in place for Chairs of Governors and the Chair of Trust – The Designated Person who is involved in recruitment and at least one member of the governing body and Trust Board will also complete safer recruitment training (currently on-line on the DFE website) to be renewed every 5 years.
- Whistle-blowing re the Executive Principal should be made to the Chair of the Trust whose contact details are readily available to staff (as pertinent to setting).
- In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.
If a student/pupil is thought to be at immediate risk because of parental violence, drunkenness or other incapacity or there are threats to remove the child during the academy day, for example, urgent police intervention will be requested.
- Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/carer without the approval of the DSL and, as appropriate, Social Care. Where a child sustains physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for Children's Services / police investigation. Referrals to Children's Services will be confirmed in writing, using the Multi-agency Referral Form.
- All parents/carers applying for places at this academy are directed to our child protection policies on our website.
- In situations where students/pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the academy, parents/carers will be notified of this as soon as possible.

Vulnerable students

Particular vigilance will be exercised in respect of students/pupils who have a Child Protection Plan/ Child In Need plan and any incidents or concerns involving these children will be reported immediately to Children's Services (and confirmed in writing). If the student/pupil in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for children in public care.

If a student/pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSLs as a child protection issue. Each academy in the Trust acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and students/pupils who are excluded from the academy.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, academy work or other children. The academy has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a child protection context.

KCSIE (2018), highlights there are potentially particularly vulnerable groups including SEND children who can be more prone to abuse, neglect and peer group isolation and may need additional support to report these and further pastoral support.

Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

It is therefore essential that pastoral information is passed to the classes taking into account the child and families right to confidentiality.

Staff Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students/pupils and their families maintaining a professional approach at all times. Staff must ensure that their personal beliefs (including political views) are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law. They must also make certain that political views are represented in a balanced manner, presenting opposing views.

Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the Behaviour/Behaviour for Learning Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to

exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be mis-construed, or in the exceptional circumstances where it becomes necessary physically to restrain a student for their own protection or others' safety, this will be appropriately recorded and reported to the Executive Principal/Headteacher and parents/carers. Any physical restraint used will comply with DfE guidance and in accordance with our Physical Restraint Policy.

Within the Primary schools, staff (paid and voluntary) and Governors are aware that they are not to use their personal mobile phones to take photographs of children. Additionally, the use of phones in the primary setting is limited to areas where no children are present. Each Primary has cameras/mobile devices available for staff to use.

We take our responsibility for the welfare of children in our care extremely seriously. The Staff Code of Conduct sets out the standards of personal and professional behaviour that are expected of all staff and volunteers. A copy is available for parents on request. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 should be reported to the Executive Principal, Chair of the Trust, Social Care or the Police as appropriate without delay.

The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. **Any sexual relationship with a pupil under 18 in the same school is a criminal offence.** This legislation is intended to protect all young people in education who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.

The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

The Executive Principal and Chair of the Trust will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO) and the Department for Education. If the suspicion involves the Executive Principal, advice should be sought from the LADO and the Chair of the Trust is to be informed immediately. Other school staff should assist parents to do this if required and anyone can contact the LADO directly.

The LADO for this local authority is Nicola Johnstone, 01753 474053.

The Chair of the Trust is Dr Oona Stannard

The Executive Principal/Headteacher, or Chair of the Trust will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.

Parents and students/pupils are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

Recruitment

Safer recruitment of staff and volunteers and maintaining appropriate background checks.

The Arbib Education Trust is committed to the process of becoming a safe organisation. Safe recruitment processes are followed and all staff recruited to the academy will be subject to appropriate identity, qualification

and health checks. References will be verified and DBS will be completed and staff (working with under 8s) are required to complete the Disqualification by Association declaration before they are appointed and commence their duties. Each academy will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned. Staff joining each academy on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms child protection procedures in the academy.

The Arbib Education Trust operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment Training.

All staff includes catering or cleaning services that are commissioned out, that may have contact with children. A covering letter outlining the names of these staff from the company with DBS numbers is considered efficient and these must be held centrally near the SCR.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss concerns with.

The safeguarding Governor for each school will check the SCR termly and this will be recorded on the record.

Disqualification under the Childcare Act

1. The Childcare (Disqualification) Regulations 2009 (“the 2009 Regulations”) are made under section 75 of the Childcare Act 2006 (“the 2006 Act”) and set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. Section 76(2) of the 2006 Act, provides that a person who is disqualified under the 2009 Regulations may not provide relevant childcare provision or be directly concerned in the management of such provision (see paragraphs 6 and 15 below). Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out at paragraph 6. An employer commits an offence if they contravene section 76(3) except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

The Department for Education (DfE) statutory guidance “Keeping Children Safe in Education” (Sept 2018) requires schools and other educational settings which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009: <http://www.legislation.gov.uk/ukxi/2009/1547/contents/made>

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences

Staff who work with children aged eight and under are required therefore to sign the declaration below, confirming that they are not disqualified under those Regulations from working in this school.

If any such member of staff fails to complete and return the form, this will be regarded as a disciplinary matter, which may result in dismissal.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED:

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>.

Staff must complete the form and each academy in the trust should have a copy held in the appropriate personnel file. All those undertaking reception duties will receive annual training on the management of this list. This will be checked yearly,

Induction

Staff who join our Trust will have to read and understand;

This Child Protection Policy (this includes DSL and deputy DSL identity) and information on Children Missing in Education.

KCSIE Annex A

Behaviour and Bullying policy

Staff Code of Conduct

SEND policy

Whistleblowing policy

Volunteers

HR will routinely add details of visitors to the school to an appropriate record / system so it can be reviewed.

Any parent or other person/organisation engaged by the academy to work in a voluntary capacity with students/pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. Where it is not appropriate to DBS check volunteers, they may be asked to provide references and will be asked to sign a declaration that they have not been convicted of any criminal or disciplinary offence which would preclude their employment as a worker with children. A risk assessment will be conducted by the DSL, prior to the volunteer having contact with children.

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the academy. Volunteers will at no time be given responsibility for the intimate personal care of students/pupils. Voluntary sector groups that operate within this academy to provide off-site services for our students/pupils or use academy facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Slough Safeguarding Board. Premises lettings are subject to acceptance of this requirement.

Volunteer and Visitor induction:

Dependent on the length of stay of the above, they should attend a normal Child Protection yearly training as per staff.

Visitors, such as plumbers etc, should be directed to the information about DSL and Deputy DSL, and meet a DSL to go through brief procedures (as per Appendix 3)

Enrichment

External providers may be used to offer enrichment and extra-curricular sessions (during or after the school day). Prior to the club starting the club leader will meet with the Executive Principal/Headteacher/DSL to establish the purpose of the club and range of activities. The Executive Principal/Headteacher/DSL will also vet club staff and resources. All staff participating in clubs are to adhere to our staff code of conduct and to uphold our values and adhere to statutory requirements. A member of SLT will be responsible for monitoring clubs (held during, before or after-school), including those provided by external providers.

Visiting Speakers

Particular care will be taken to vet the speaker and check that the views they hold are consistent with school aims and values whilst reviewing the benefits to the learning experience and promotion of British Values. The content and style of delivery must also be agreed beforehand. Visiting speakers will be professional and represent information in an unbiased manner, when discussing sensitive issues, particularly those of a political nature.

Administering First aid

Except in cases of emergency, First Aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for First Aid treatment, there will, wherever possible, be another adult of the same gender present. If a student/pupil needs assistance going to the toilet, or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing any form of intimate care, a female colleague will be present, and vice-versa. All First Aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. See Medical Policy and Intimate Care Policy.

Working in isolation

For their own safety and protection, staff should exercise caution in situations where they are alone with students/pupils. Other than in formal teaching situations; musical instrument tuition, for example, the door to the room in which the teaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of students/pupils will have clear and unobstructed glass panels in the doors.

Social contact working outside the academy

Academy staff should also be alert to the possible risks that might arise from social contact with students/pupils outside of the academy. Home visits to students/pupils should only take place with the knowledge and approval of the Headteacher. On these occasions every effort should be taken to have a male and female member of staff carrying out a visit together, but at least a minimum of 2 staff members. Visits/telephone calls by students/pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Executive Principal/Headteacher or DSL. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Executive Principal. Staff will not disclose their personal telephone numbers and email addresses to students/pupils or parents/carers.

Please refer to the relevant E-Safety policy for guidance on the use of telephones, e-mail, social media and internet by staff.

Allegations

The Trust will refer an adult to the LADO

- If it withdraws permission for that individual to engage in regulated or controlled activity or would have done so had that individual not resigned, retired, been made redundant or transferred out of regulated/controlled activity because it thinks that that individual has engaged in relevant conduct; satisfies the Harm Test or received a caution or conviction for a relevant offence or
- When the Trust has gathered sufficient evidence to support a decision to withdraw an individual, after consultation with the LADO or Health & Social Care Trust Designated Officer as appropriate.

Individuals barred by the ISA or its replacement agency will not be employed at The Langley Academy Trust. The Executive Principal and Chair of The Trust are responsible for referrals to ISA via the HR Manager.

The Arbib Education Trust takes seriously all complaints made against members of staff. Procedures are in place for students/pupils, parents/carers and staff to share any concern that they may have about the actions of any member of The Trust's staff. All such complaints will be brought immediately to the attention of the Executive Principal/Headteacher in each academy, in order that they may activate the appropriate procedures. If the allegation concerns alleged minor physical mishandling or verbal abuse, this will normally be dealt with under The Trust's Complaints Procedure.

A member of the Local Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Executive Principal or Headteacher.

Child Protection policies and procedures are reviewed annually and the Child Protection policy is available on the academy's website or by other means.

If the allegation is of physical assault, the Executive Principal/Headteacher will take action in accordance with the Trust's complaints procedure, unless one of the following criteria applies;

- The allegation is one of actual bodily harm – i.e. an injury has necessitated medical treatment
- There is reason to suspect parental instigation or collusion
- The allegation has been reported to the Police or Children's Services by the parent
- The child is Looked After in Public Care
- The child is subject to a child protection plan
- The child has a disability or Statement of Special Educational Needs/Education Health Care Plan
- The member of staff concerned has been subject to previous complaints
- The allegation is one of sexual abuse.

In these cases, advice will be sought from the LA Designated Officer with a view to a Strategy Meeting or Discussion being held in accordance with Local Safeguarding Children's Board (LSCB). This process will agree upon the appropriate avenue for the complaint and the time-scale for investigations.

In considering whether or not a referral to Children's Services is appropriate, the Executive Principal may seek advice from the Chair of Trustees. Parents/carers should also be advised of their independent right to make a formal complaint to the police. Temporary staff will be subject to the same procedures.

If the complaint concerns alleged abuse by the Executive Principal, this should be brought to the attention of the Deputy Designated Person or Headteacher, who will inform the Chair of Trust and the LADO.

Staff who are formally disciplined for the mistreatment of students/pupils (or who resign before disciplinary action can be instigated), will be notified to the relevant LA and NCTL.

Record keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. These records must then be passed to the DSL who will retain them in his/her office in a secure cabinet. Staff must be aware that notes can be called for legally and therefore must not be destroyed. Children will not be asked to make a written statement themselves or to sign any records.

CPOMS is used throughout the Trust to record concerns, but this must not prevent immediate referral to the DSL.

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual students/pupils. This information may be shared with other agencies as appropriate. Parental consent will normally be sought before making a referral to Children's Services unless there is reason to suspect that doing so might place the child or a member of staff at further risk. The academy will also take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the potential dangers of colluding with "secrets".

Child protection records are not open to students/pupils or parents/carers. Child protection records are securely kept by the Designated Person, separately from educational records, and can only be accessed by the Designated Person, their Deputy and the Academy Directors/Senior Leadership Team. Referrals made to Children's Services under the LSCB procedures will be recorded on the Framework for Assessment Inter-agency Referral Form, with copies sent, under confidential cover, to Children's Services.

If a student/pupil is withdrawn from the academy having not reached the normal age of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made to the Child Missing in Education team (CME) in order that they might make further enquiries. If educational records are sent to an academy concerning a child who is not registered by the parent, the records will be returned to the sending school with a note, advising them to refer to their LA's CME service.

A child's name will only be removed from the Academy's Admissions Register in accordance with; The Education (Pupil Registration) (England) ~Regulations 2006

Parent requests for information.

Information held about a child may be requested by the parent/carer. This includes written information/reports and info on CPOMS. This should be requested in writing and will take 5 working days.

The content of Child Protection Conference or review reports prepared by the academy will be shared with the parents/carers in advance of the meeting; in line with Social Care expectations but not if it causes additional vulnerability to the child.

The academy will maintain accurate records of those with Parental Responsibility and emergency contacts. Students/pupils will only be released to the care of those with Parental Responsibility or someone acting with their consent.

Child Protection records will be sent to receiving schools separately and under a confidential cover.

Safety in the academy

No internal doors to classrooms will be locked whilst students/pupils are present in the classrooms. However, in the Secondary Academy doors to high risk areas such as DT rooms will be kept locked whilst they are unoccupied. The doors to PE changing rooms will also be kept locked during PE lessons apart from when students are changing.

Entry to academy premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to an academy will be logged into and out of the premises and will be asked to wear their identity badges and be issued with academy visitor badges. Governors who visit the academy will be required to wear their academy photo ID badges or be issued with a visitor's badge. Unidentified visitors will be challenged by staff or reported to the Executive Principal/Headteacher or Academy/School Office.

The presence of intruders and suspicious strangers seen loitering near the academy or approaching students/pupils, will be reported to the police with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of students/pupils in the academy or on academy organised activities with the prior consent of the academy and then only in designated areas. If parents/carers do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

Curriculum

The Arbib Education Trust acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities which exist in their area of responsibility for addressing personal safety issues. As appropriate, the curriculum will be used to help students to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure.

A thorough PSHCE curriculum including Relationship and Sex Education (RSE) and Drug education from N- Year 13 is essential in ensuring children are informed; see RSE and Drug policy/curriculum.

All computer equipment and Internet access within the academy will be subject to appropriate "parental controls" and Internet safety rules (refer to the Trust's E-Safety Policy).

The Arbib Education Trust will work with partners to promote a healthy lifestyle through the curriculum with the aim of;

- promoting an academy ethos and environment which encourages a healthy lifestyle for students;
- using the full capacity and flexibility of the curriculum to help students to achieve healthy lifestyles;
- ensuring that food and drink available across the academy day, reinforces the healthy lifestyle message;

- providing high quality Physical Education and sport to promote physical activity;
- promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health.

Working in partnership with parents/carers

It is our policy to work in partnership with parents or carers to secure the best for our children. We will therefore communicate as clearly as possible about the aims of this academy;

- we will try to use clear statements in our brochures and correspondence.
- we will involve parents/carers in the future development of Codes of Conduct and Equalities and Behaviour policies.
- we will liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.
- we will be aware that we have parents/carers who do not have English as their first language.
- we will keep parents/carers informed as and when appropriate.

Complaints & monitoring

All complaints arising from the operation of this policy will be considered under the academy's complaint procedure.

The governing body of each academy will consider child protection issues and their implications for this policy on an annual basis. For this item, the Head Teacher or DSL will report upon levels of child protection referrals made by the academy during the past year, training undertaken by academy staff and governors and any changes in legislation or national/local guidance.

The Trustee responsible for Child Protection, assisted by the Clerk to The Trust, will ensure that the Child Protection policy and procedures reflect the latest Statutory Guidance which will be reviewed annually.

Date of Review: November 2019

Date of Ratification: November 2019

Date of Next review: November 2020

Author: Polly Bennett

Appendix 1 – Types of child abuse and neglect

Child abuse can be categorised into four distinct types, i.e:

1. Physical Abuse:
2. Sexual Abuse:
3. Emotional Abuse:
4. Neglect:

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

Physical Abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability or, at the extreme, death. Harm may be caused to children both by the abuse itself and by the abuse taking place in a wider family or institutional context of conflict and aggression, including inappropriate or inexpert use of physical restraint. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and educational difficulties. Violence is pervasive and the physical abuse of children frequently coexists with domestic violence.

Typical signs of Physical Abuse are:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- slap marks – these may be visible on cheeks or buttocks.
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- bite marks.
- fractures - in children less than 2 years.
- poisoning and other misuse of drugs - e.g. overuse of sedatives.
- burns and/or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for

concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

(Serious Violence is a specific addition to the Part 1 of KCSIE 2019, this physical abuse is not new but research shows there is a significant rise and staff need to be clear about the signs and symptoms.)

Sexual Abuse

Disturbed behaviour – including self-harm, inappropriate sexualised behaviour, sexually abusive behaviour, depression and a loss of self-esteem – has been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child. A number of features of sexual abuse have also been linked with severity of impact, including the relationship of the abuser to the child, the extent of premeditation, the degree of threat and coercion, sadism, and bizarre or unusual elements. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. The reactions of practitioners also have an impact on the child's ability to cope with what has happened, and on his or her feelings of self-worth. (For further information see Child Sexual Abuse: Informing Practice from Research)

A proportion of adults and children and young people who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and discontinuity of care. However, it would be quite wrong to suggest that most children who are sexually abused inevitably go on to become abusers themselves.

Typical signs of Sexual Abuse are:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

(Upskirting is a specific addition to the Part 1 of KCSIE 2019, this is now a crime.)

Emotional Abuse

There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse, including the impact of serious bullying. Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, as other more visible forms of abuse in terms of its impact on the child. Domestic violence is abusive in itself. Adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Typical signs of Emotional Abuse include:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Neglect

Severe neglect of young children has adverse effects on children's ability to form attachments and is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglected children may also experience low self-esteem, and feelings of being unloved and isolated. Neglect can also result in extreme cases, in death. The impact of neglect varies depending on how long children have been neglected, the children's age, and the multiplicity of neglectful behaviours children have been experiencing.

Typical signs of neglect include:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured.

There are increasing ways, methods and types of abuse and neglect that are threatening our children, some of which are outlined below.

Child Sexual Exploitation:

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Typical signs of Child Sexual Exploitation include:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education.

Youth produced sexual imagery

- The following document should be referred to in cases involving youth produced sexual imagery:

'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UKCCIS)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

- When an incident involving youth produced sexual imagery comes to the attention of staff: The incident should be referred to the DSL as soon as possible.
- The DSL 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 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.

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so.

Wherever possible responses to incidents should be based on what the DSL have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with policy and guidance. Imagery should never be viewed if the act of viewing will cause significant harm or stress to the pupil.

Child on Child Sexual Violence and Sexual Harassment

KSCIE (2018) clearly lays out the expectation re managing reports of child on child sexual violence and sexual harassment. TLA refer DfE's Sexual Violence and Sexual Harassment Between Children in Schools and Colleges. This includes what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

- Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The DSL will take a leading role and use their professional judgement, supported by other agencies, such as children's social care and the police as required.

NB Paragraph 43 and Annex A in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice provides information and links to resources.

- Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- It is recognised that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- the child should be listened to carefully, in a non-judgmental way, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc; (preferably one of them being the Designated Safeguarding Lead or a deputy).
- the DSL should be informed swiftly and facts recorded in a timely fashion.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider the victim, the perpetrator and others.

Further advice on;

Risk assessment, Reporting to the police and Managing after the event etc are available through KCSIE (2018)

Isolation and Peer on Peer Abuse

TAET does not tolerate peer on peer abuse; it will not be perceived as “banter,” “just having a laugh” or simply “part of growing up”.

In order to minimise risk, records of peer on peer abuse will be investigated as per any other safeguarding concern, referred to the DSL, recorded on CPOMS and referred to social care as appropriate.

Peer on peer abuse is a safeguarding issue, and can include;

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual abuse
- Indecent exposure/touching
- Forcing others to watch pornography or take part in sexting
- Encouraging other children to watch inappropriate sexual acts
- Sexting
- Gender related issues
- Sexualised touching
- Gang related violence
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.
- Isolating children so they are alone.
- Bullying (including cyberbullying);

It is noted that although it can mainly be with girls, boys can also be subject to this.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism.

Specific notes on county lines;

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

Female Genital Mutilation

- Female Genital Mutilation (FGM) is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. Female genital mutilation 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. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME (Black or Minority Ethnic) child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations

The DSL will alert Social Care and the police to the possibility of any FGM.

Honour Based Violence:

Murder or violence in the name of so-called honour are murders/violence in which predominantly females are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called honour 'killings/violence.' Honour based violence cuts across all cultures and communities.

Signs:

- Withdrawal of student from school by those with parental responsibility
- Student being prevented from attending higher education
- Truancy or persistent absence
- Request from extended leave or student not returning from an overseas visit.

- Surveillance by siblings/cousins/extended family members at school
- Decline in behaviour, engagement, performance or punctuality – perhaps in a previously motivated student
- Decline in physical presentation or demeanour

Forced Marriage:

This is an entirely separate issue from arranged marriage. In a forced marriage, 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, making someone to feel they are bringing shame on their family). Financial abuse (withholding of money) can also be a factor.

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 may 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 reported.

Radicalisation and Extremism:

Radicalisation is the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

In the current political climate there has been an increased awareness of the potential threats posed by radicalisation and the DSL will continue to discuss concerns with Local Safeguarding Children’s Board and officers from the Prevent Strategy.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on a range of services including childcare, education to have due regard to the need to prevent people from being drawn into terrorism the new system is “Channel”.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling

- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

The statutory duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

(Relationship Education is referred to in part 2 of KCSIE, this will become statutory in September 2020)

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in School performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self-harming or suicidal behaviour;
- low self-esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse;
- disturbed sleep; general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in School performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from School until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

Children Missing in Education

Children Missing in Education is a potential indicator of abuse and neglect. Should a student go missing from the academy the Attendance Officer will inform the Designated Lead and contact the CME team, the Designated Lead will consider further action should it be required.

Children who leave the site without permission are considered to be extremely vulnerable and every effort will be taken to prevent this from happening. If they do leave the site, parents/carers are contacted immediately and the decision made by the DSL whether to call the police and/or Children's Services.

Appendix 2 - Protocols for the collection of children of primary age

The purpose of this document is to clarify and communicate our arrangements for the dismissal of pupils at the end of the school day. Thus providing clear guidelines for parents/carers, authorised persons, governors and staff in relation to their responsibilities in order to:

- Ensure the highest regard for the safety of pupils in our care from the moment they arrive to the moment they depart at the end of the school day.
- Help ensure the safe collection of pupils
- Encourage authorised persons to collect their child(ren) punctually
- Comply with legislative requirements.

Definition of a 'Parent' and Parental Responsibility

Section 576 of the Education Act 1996 defines 'parent' as:

- all natural parents, whether they are married or not
- any person who, although not a natural parent, has parental responsibility for a child or young person (Must see Court Paperwork if a parent denies another parent this right)
- any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).

Anyone who is recognised has a Parental Responsibility has certain rights including:

- to receive information, for example pupil reports
- to participate in activities, for example vote in elections for parent governors
- to be asked to give consent, for example to the child taking part in school trips
- to be informed about meetings involving the child, for example a governors' meeting on the child's exclusion.

Authorised Person

- An authorised person is a suitably responsible person to whom parents/carers have given the authority to collect their child(ren). In line with guidance issued by the National Society for the Prevention of Cruelty to Children (NSPCC) and the Royal Society for the Prevention of Accidents (RoSPA), it is the school's policy that this information must be shared with the school, by completing the relevant form, providing details of the authorised person's name and their contact details. Evidence of identification may be requested by the school.
- If the authorised person is a student from The Langley Academy, parents/carers must be aware that should an incident occur after collection of the pupil, it is the **parent's responsibility** not the student(s) or the school's.

- At TLAP; all authorised people must be able to provide the given 'password' to enable them to collect the child(ren).
- At TLHP, only those on the records are allowed to collect children.
- The school will not release a pupil if it appears that the parent/carer/authorised person appears to be under the influence of alcohol or illegal or other substances and/or that the safety and wellbeing of the child may be compromised.
- If there is a request for a specific person not to be allowed to collect a pupil, (e.g. in child protection or child custody cases), written instructions **must** be provided to the school by the parents/carers or legal guardians by completing the 'collection form'. The DSL must pass on any change of information regarding the collection and drop-off of pupils to the School Office, relevant teacher and after school club if applicable.
- In the event of a breakdown of a relationship between parents, we are not authorised to deny access to a parent unless there is a court order and the school is in possession of a copy of the court order.

Steps to ensure children are safeguarded:

When parent/carer has provided information to a member of staff (in person) that an authorised person will be collecting:

- If appropriate ask for a photograph so a member of staff can be sure of the new authorised person (usually the class teacher will do this)
- Check the person is on the authorised collectors list
- Let the parent know the authorised person must give the password.

When parent/carer has provided information to a member of staff (over the phone) that an authorised person will be collecting:

- The office will request the password before taking instruction
- Check the person is on the authorised collectors list
- If it is the first time the person is collecting, and it is appropriate, ask for a photograph to be emailed across to the school
- The parent will be called back to confirm they have contacted school
- Details will be passed onto the class staff.

When any person other than the usual parent/carer comes to collect a child, the member of class staff will follow these procedures:

- Ask for the adult's name and relationship to child. Politely request them to wait for a moment whilst you follow procedure.
- Ensure children in the class are safe (if necessary, close the external door), if there are any concerns, please contact school office immediately.
- Check that the person has authority to collect the child by checking the class collection list.
- Ask the authorised person for a password.
 - If the name, relationship and password match please release the child.
 - Make a note of the time the child was collected.
 - **If the name, relationship or password do not match:**
 - Contact the school office
 - Let the person know you are just following procedure to seek authorisation
 - **Office are to:**
 - Notify SLT
 - Contact parent

- If parent provides authorisation, using the password, release the child
- If parent is concerned, tell them to make their way to school, office are to call the police, then notify others: (SLT to contact Executive Principal, TLAP Office to contact Facilities and Chair of Governors).

If a member of staff fears for a child's safety remember, our duty to safeguard children is paramount.

Therefore, do not hand the children over and:

- Contact SLT (preferably Headteacher)
- Contact TLAP Office
- Contact TLHP Office

Role of Headteacher:

- To ascertain risk – Who is the adult? Are they authorised? Are they suitable?
- Speak to the collecting adult
- De-escalate the situation and attempt to 'buy' as much time as possible
- Inform Executive Principal / Chair of Governors

Role of Office:

- Contact parent/emergency contact and seek clarification
- If no clarification/breach of court order:
 - Contact Police (999)
 - Facilities at TLA (TLAP only)
 - Executive Principal / Chair of Governors
 And provide details of the situation

Role of Class Teacher:

- Keep the child calm and safe (move to another area if possible, distract the child)
- Keep office informed
- At TLAP; all authorised people must be able to provide the given 'password' to enable them to collect the child(ren).

Appendix 3 - Supply Procedures

Teaching/Classroom Supply - Daily

For each supply (teaching or other) we need a letter/e-mail of confirmation from their employer/agency etc, stating:

- the DBS number and date of DBS and that **there were no recorded offences**.
- Confirmation of the agencies' vetting procedures
- Confirmation of the agencies' qualification checks

- On their first day, all candidates have to arrive with a photo id – a copy to be taken
- This information is to be kept on file – Cover Manager / HR Assistant (primaries)
- Cover staff to read and sign the Child Protection signing sheet.
- The Cover Manager/ HR Assistant will add their details to the supply staff record.

Teaching/Classroom Supply Long-term

For each supply (teaching or other) we need a letter/e-mail of confirmation from their employer/agency etc, stating:

- the DBS number, date of DBS and that **there were no recorded offences**.
- confirmation of the agencies' **vetting procedures**
- confirmation of the agencies' **qualification checks**
- On their first day all candidates have to arrive with a photo ID – a copy to be taken
- On their first day all candidates to bring with them their original DBS – a copy to be taken
- This information is to be kept on file
- **The HR Lead will add their details on to the central register**

Other Outside Agencies (Behaviour Support, etc)

For each person from an outside agency who attends regularly we need a letter/e-mail of confirmation from their employer/agency etc, stating:

- the DBS number, date of DBS and that **there were no recorded offences**.
- confirmation of the agencies' **vetting procedures**
- confirmation of the agencies' **qualification checks**

- On their first day all candidates have to arrive with a photo ID – a copy to be taken
- On their first day all candidates to bring with them their original DBS – a copy to be taken
- This information is to be kept on file
- The Personnel Manager/HR Assistant will add their details on to the central register

Children Services staff must carry their formal identification with them and it is presumed they have had the appropriate checks.

Visitors

By appointment - the colleague who receives the visitor is responsible for and must accompany the visitor at all times while in the academy.

- Any arranged visitors have to be agreed by the Executive Principal/Headteacher beforehand
- When arranging appointments visitors should be asked to bring with them a photo ID
- Reception will have to be informed of:
 - The name of the visitor
 - Where they are from
 - What time they arrive
 - who they are visiting
- Reception will ensure that the security guard receives a visitor log on a daily basis
- When the visitor arrives at the gate the security guard will check that their name is on the daily visitor register and their ID
- The appropriate person will inform reception of the name of the visitor
- Will check the photo ID on arrival
- Reception will have the visitors sign in on the electronic Entry Sign system
- Reception will issue a badge and seat them in the waiting area

Trainee Teachers/Training Students

- For each trainee (teaching or other) we need a letter of confirmation from their employer/university/training agency, stating the DBS number, date of DBS and that **there were no recorded offences**.
- Confirmation of the employer/university/training agency **vetting procedures**
- Confirmation of the employer/university/training agency **qualification checks**
- All candidates have to arrive with a photo **ID – a copy to be taken**
- All candidates to bring with them their original DBS – a copy to be taken
- This information is to be kept on file
- **The HR Lead will add their details on to the central register**

Regular-Occasional Visitors/Volunteers

- Before starting they have to meet with the Personnel Manager who will carry out:
 - DBS check
 - ID check
 - put risk assessment in place if necessary and supervision if appropriate until DBS has come through
- **put details onto the central register**

Contractors/Deliveries

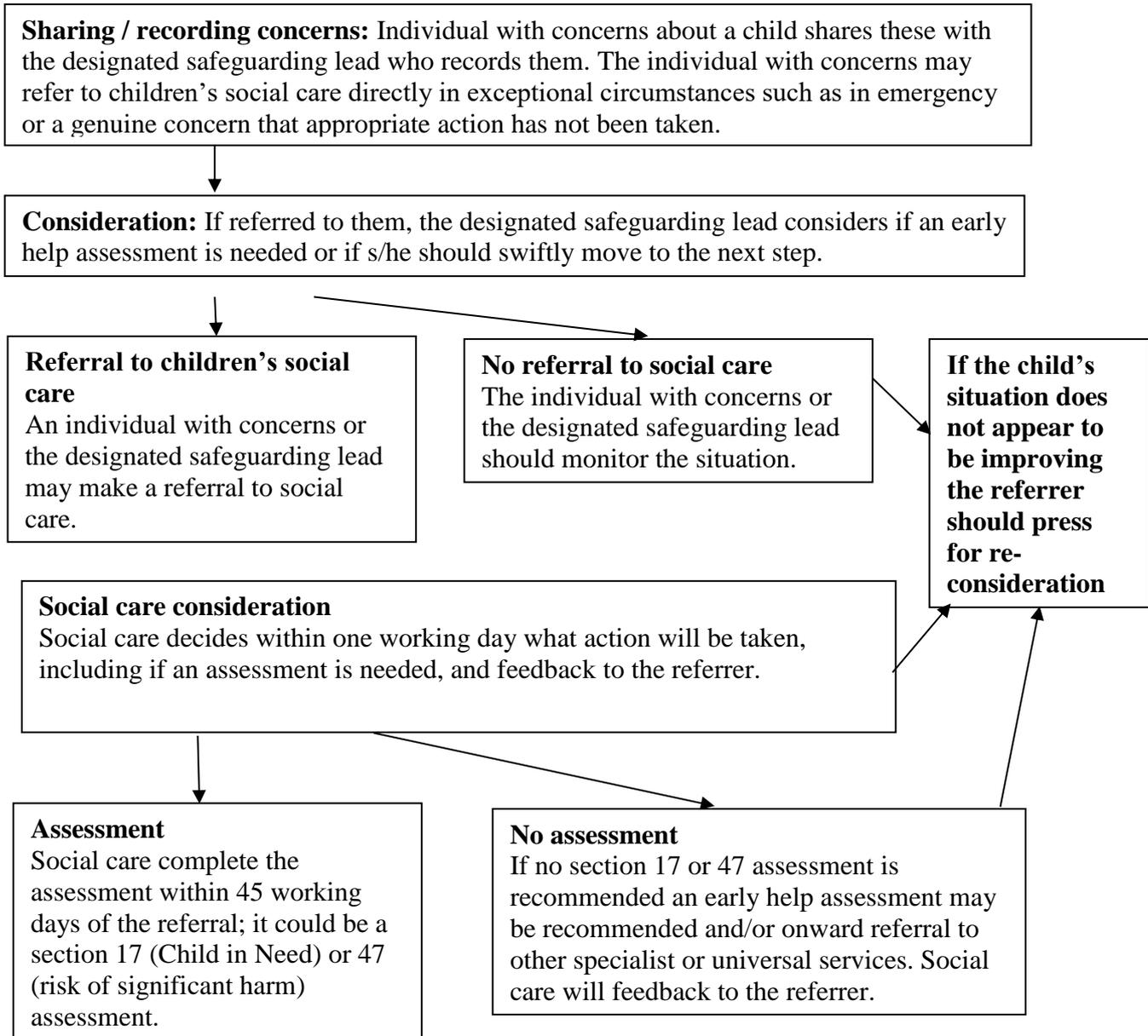
Contractors coming on site have to either be DBS checked and the same checks have been done as for 'daily supply' or they have to be accompanied at all times. **Delivery personnel** coming on site have to either be DBS checked and the same checks have been done as for 'daily supply' or they have to be accompanied at all times.

Appendix 4 - The Referral Process

Summary of actions to be taken when there is concern about a child.

If in doubt refer. If there is a risk of immediate serious harm to a child a referral should be made to social care immediately. Anybody can make a referral.

Taken from 'Keeping children safe in education, statutory guidance', 2016



Appendix 5 CONTACT DETAILS

Local Authority Contact Details:

There is just **1 front door** for all referrers which includes both Early Help (previously know as FIRST) and Social Care. There is just one Multi Agency Referral Form to be completed (called MARF for short) and the contact number is **01753 875362** and email address is **sloughchildren.referrals@scstrust.co.uk**

LSCB contact details are: **safeguardingboards@slough.gov.uk**

Berkshire procedures on line: **<http://berks.proceduresonline.com/slough/index.html>**

Out of Hours Emergency Duty Team (social Care): **01344 786543** email: **EDT@bracknell-forest.gov.uk**

Local Authority Designated Officer (LADO): Nicola Johnson, **01753 474 053 | 0788 5828 387 | nicola.johnstone@scstrust.co.uk | nicola.johnstone@slough.gcsx.gov.uk**

Police: **999/101**

NSPCC: **help@nspcc.org.uk | 0808 800 5000**

Childline: **0800 1111**