

CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

2018 - 2019

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Important Safeguarding contacts for: Lower Fields Primary Academy

Designated Safeguarding Lead (DSL)	Miss Ros Ryley ryleyr@lfpa.org.uk 01274 770312
Deputy Designated Safeguarding Staff	Mrs Sue Fox Foxs5@lfpa.org.uk Miss Amanda Hodgson Hodgsona2@lfps.org.uk Mrs Dawn George georged@lfpa.org.uk Mrs Alex Gavin gavina@lfpa.org.uk
Designated EAB Member	Mrs Rehana Hanif
Advice, Assessment and Early Intervention Service	01274 432121
Local Police – PCSO	
Local Authority Designated Officer (LADO)	Education Safeguarding Team Margaret McMillan Tower, Princess Way, Bradford, BD1 1NN 01274 437043
Assistant Director, Children/pupils Specialist Services	
Educational Psychologist	
Academy Nurse Team	Holmewood Health Centre Holmewood Road BD4 9EJ 01274 4683331
Emergency Duty Team	Children’s Social Care Initial Contact Point 01274 437500 Out of Hours Emergency Duty Team 01274 431010 Education Social Work Service 01274 439651

Safeguarding Advisor	
R&R	
Area teams	

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: **MISS ROS RYLEY**. In the event of absence, **MRS SUE FOX** is available, as are **MISS AMANDA HODGSON** and **MRS DAWN GEORGE**.

1. INTRODUCTION

- 1.1 **LOWER FIELDS PRIMARY ACADEMY** fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks children/pupils/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.
- 1.2 There are a number of main elements to our policy:
- 1.2.1 Prevention through the teaching and pastoral support offered to children/pupils;
 - 1.2.2 Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with children/pupils, Academy staff are well placed to observe the outward signs of abuse;
 - 1.2.3 Support for children/pupils who may have been abused;
 - 1.2.4 Recording incidents, issues and concerns over time.
- 1.3 Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2. PREVENTION

- 2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:
- 2.1.1 Establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;
 - 2.1.2 Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

- 2.1.3 Include in the curriculum, activities and opportunities for PSHE which equip children/pupils with the skills they need to stay safe from abuse and to know who to turn to for help;
- 2.1.4 Include, in the curriculum, material which will help children/pupils develop realistic attitudes to the responsibilities of adult life.

3. PROCEDURES

- 3.1 We will follow the procedures set out in Interagency Procedures produced by the **BRADFORD** Local Safeguarding Children Board (bradfordscb.org.uk) '**Working Together to Safeguard Children July 2018**' and '**Keeping Children Safe in Education September 2018**', '**What to do if You are Worried a Child is being Abused March 2015**' (also available online at www.saferchildren/pupilsyork.org.uk/).
- 3.2 The Principal/Head of Academy will:
- 3.2.1 ensure it has a DSL who has undertaken the appropriate training;
- 3.2.2 recognise the role of the DSL and ensure supervision and training;
- 3.2.3 ensure every member of staff knows:
- The name of the designated person and his/her role;
 - That they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels
- 3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose of abuse;
- 3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;
- 3.2.6 ensure that children/pupils in the Academy know the name of the designated person and his/ her role;
- 3.2.7 provide training for all staff so that they know:
- their personal responsibility;
 - the relevant parts of the [BradfordSCB] procedures;
 - the need to be vigilant in identifying cases of abuse;
 - how to support a child who discloses abuse;
- 3.2.8 ensure all staff are given a copy of Part 1 of '**Keeping Children Safe in Education**' **September 2018** and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document

- 3.2.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;
- 3.2.10 ensure all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course;
- 3.2.11 ensure all staff are given Safeguarding Young People Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.
- 3.2.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:
- it should have to exclude a student either for a fixed term or permanently;
 - there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days' duration from Academy (or one day following a weekend).
- 3.2.13 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection are invited to review conferences;
- 3.2.14 keep written records of concerns about children/pupils (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children Services immediately;
- 3.2.15 ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;
- 3.2.16 adhere to the procedures set out in the [BradfordSCB] Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;
- 3.2.17 ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;
- 3.2.18 designate an Education Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (**Rehana Hanif**);
- 3.2.19 ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the [BradfordSCB] website and are referred to here for your reference: [<http://bradfordscb.org.uk/pageid=176>].

Safeguarding advisor : [**Maryam Shaheen**, Safeguarding Officer, Education Safeguarding Team, 01274 437 043]

LADO Contact Details

Education Safeguarding Team
Children's Safeguarding and Reviewing Unit
Margaret McMillan Tower, Princess Way, Bradford, BD1 1NN

01274 435600

Where appropriate, a referral should be sent to the Safeguarding & Reviewing unit using the LADO Referral Form within 1 working day: cpinformation@bradford.gcsx.gov.uk

4. SUPPORTING CHILDREN/PUPILS AT RISK

4.1 We recognise that children/pupils who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

4.2 The Academy will endeavour to support the child/pupil through:

4.2.1 the content of the curriculum to encourage self-esteem and self-motivation;

4.2.2 the Academy ethos, which promotes a positive, supportive and secure environment;

4.2.3 the Behaviour Policy which is aimed at supporting all pupils through high expectations and positive reinforcement;

4.2.4 liaison with other agencies who support the children/ pupils;

4.2.5 keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the children/pupils and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information. Records will show that where concerns have been identified a named individual has taken on responsibility for taking appropriate action.

4.3 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

4.4 When a new pupil arrives at the Academy a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at <https://bradford-scb.org.uk>.

4.5 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and be more vulnerable to abuse in some circumstances. These additional barriers can include:

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

4.6 **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy which is reviewed on a two yearly cycle by the Education Advisory Body.

4.7 **Physical Intervention**

We recognise that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to incidents involving children with SEN or disabilities we recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination as part of our Public Sector Equality Duty.

Guidance on physical intervention forms part of our Positive Handling Policy.

4.8 **Confidentiality**

- 4.8.1 We recognise that matters related to safeguarding may be of a confidential nature.
- 4.8.2 All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.
- 4.8.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

4.8.4 We will always undertake to share our intention to refer a child to Social Care 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 **Early Help Gateway 01274 432121** at this point.

4.8.5 The Principal/Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.9 Induction

4.9.1 All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.

4.9.2 All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.

4.9.3 The programme of induction must include:

4.9.3.1 a full explanation of their role and responsibilities and the standard of conduct and behaviour expected;

4.9.3.2 a full explanation of the Trust's HR procedures relating to disciplinary issues;

4.9.3.3 information about the Trust's complaints, conflict resolution and whistle-blowing policies;

4.9.3.4 information about safe practice and the arrangements in place to support staff in their work;

4.9.3.5 an introduction to the Academy's child protection policies and procedures;

4.9.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);

4.9.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;

4.9.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);

4.9.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;

4.9.3.10 understanding of the Safeguarding Policy and staff code of conduct.

Please see Trust Induction Policy, eSafety Policy.

4.10 Supporting Staff

4.10.1 We recognise that staff working in the Academy 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.

- 4.10.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.11 Allegations against staff

- 4.11.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children/pupils or parents to be conducted in view of other adults, where possible.
- 4.11.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- 4.11.3 We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children/pupils, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.
- 4.11.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.
- 4.11.5 If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.
- 4.11.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.12 Whistle-blowing

- 4.12.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.
- 4.12.2 Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor id badges.
- 4.12.3 If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included in the Safeguarding Policy.
- 4.12.4 For the avoidance of doubt the Four R process requires the following:

R – refer to Designated Safeguarding Lead

R – request an update of action from Designated Safeguarding Lead

R - if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or

telephone a member of the Trust Executive Leadership Team

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website.

Please see the Trust whistleblowing policy.

4.13 **Racist Incidents**

4.14 Our policy on racist incidents is in line with the Bradford Children’s Safeguarding Board [<https://bradford-scb.org.uk>].

We record all racist incidents on CPOMS.

4.15 **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

4.16 **Response**

4.16.1 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.17 **Female Genital Mutilation (FGM)**

4.17.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.17.2 The duty applies to all persons in the Academy who are employed or engaged to carry out ‘teaching work’ in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

4.17.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.17.4 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.17.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

4.17.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

4.18 **Child sexual exploitation (CSE)**

4.18.1 CSE 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 does not 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.

4.18.2 We have adopted the following definition of CSE: CSE involves those under 18 in exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (for example, food, alcohol, cigarettes, affection, gifts) as a result of them and/or another or others engaging in sexual activities. It is an abuse of power by those exploiting by virtue of their age, gender, intellect, and physical strength and/or economic or other resources. CSE encompasses both gang-related and other sexual violence and exploitation. Although we use the terms 'he' and 'she' we use them in a non-gender specific way – it is acknowledged that perpetrators may be male or female, and victims may be boys or girls. (*Spotting the Signs, April 2014. Brook.org.uk*)

4.18.3 Some of the following signs may be indicators of sexual exploitation:

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

4.18.4 The Academy will endeavour to support the child/pupil through:

- The content of the curriculum which promotes respect for others and the values and principles of the school;
- Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
- The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.19 **Peer on Peer Bullying and Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that

all children are capable of abusing their peers. This is most likely to include, but may not be limited to:

- 4.19.1 bullying (including cyber bullying);
- 4.19.2 Physical abuse such as hitting ,kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- 4.19.3 sexual violence and sexual harassment;
- 4.19.4 sexting (also known as youth produced sexual imagery);
- 4.19.5 initiation/hazing type violence and rituals; and
- 4.19.6 gender based violence/sexual assaults and sexting.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk, but that all peer on peer abuse is unacceptable and will be taken seriously. This behaviour will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

- 4.19.7 The Academy will endeavour to support the child/pupil through:
- 4.19.8 the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;
- 4.19.9 the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;
- 4.19.10 The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- 4.19.11 Perpetrators of abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff; and
- 4.19.12 Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.
- 4.19.13 Lower Fields Primary Academy will follow statutory guidance as per [Keeping Children Safe in Education - September 2018.pdf](#)

4.20 Prevention

- 4.20.1 We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.
- 4.20.2 The Academy will therefore:
 - 4.20.2.1 work to establish and maintain an ethos where children/pupils feel secure and are

encouraged to talk and are listened to;

- 4.20.2.2 include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;
- 4.20.2.3 ensure that all children/pupils know who the designated safeguarding officer is;
- 4.20.2.4 include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;
- 4.20.2.5 ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. All staff are given training and the e-Safety policy to read and sign to say they have read it.

4.21 **Children Missing from Education (CME)**

- 4.21.1 Lower Fields Primary Academy monitors the attendance of children through their registers.
- 4.21.2 When a child is absent from school the academy will make contact with the parent or relatives using known contact details. For an unexplained absence of more than one day a home visit will be made, home visits may also be made on day one of an absence or where a reason has been provided depending on individual circumstances.
- 4.21.3 We will hold where possible, more than one emergency contact number for pupils.
- 4.21.4 Early intervention may be required to identify reasons for absence and to identify any safeguarding risks.
- 4.21.5 When the whereabouts of a child is unknown, we will make all reasonable enquiries to establish the whereabouts of the child.

Referrals to external agencies may be made as required to access additional support
[Children Missing Education - statutory guidance.pdf](#)

5. **ALTERNATIVE PROVISION**

- 5.1 Where a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Lower Fields Primary Academy will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. Lower Fields Primary Academy has a duty to ensure attendance checks are in place for any pupils accessing alternative provision.

6. **MONITORING AND EVALUATION**

Our Safeguarding policies and procedures will be scrutinised for impact by:

- SLT

- Pupil voice
- Scrutiny of data
- Scrutiny of risk assessments
- EAB
- Logs of incidents
- Parent voice

7. THE ROLE OF THE EAB

7.1 The EAB understands that their role is not to deal with individual cases.

7.2 The EAB will ensure that:

7.2.1 the Academy has appropriate safeguarding policy and procedures in place that are in accordance with Local Authority guidance;

7.2.2 the Academy reviews policies and procedures on an annual basis.

7.3 The Principal/ Head of Academy will ensure that:

7.3.1 the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;

7.3.2 the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA;

7.3.3 a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;

7.3.4 the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and has appropriate refresher training to keep knowledge and skills up to date;

7.3.5 all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

8. RECRUITMENT

8.1 The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

8.2 The DSL's who are involved in recruitment and at least one member of the EAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

9. VISITORS TO THE ACADEMY

9.1 Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard.

10. REVIEW

10.1 This policy will be reviewed annually, or when there are changes to relevant legislation.

Appendix 1

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

DFE - Working together to safeguard Children/pupils March 2015

DFE – Keeping Children/pupils Safe in Education September 2018

DFE – Prevent Duty June 2015

DFE – What to Do if You're worried a Child is being abused March 2015

DFE - Sexual violence and harassment between children in schools and colleges May 2018

Appendix 2

Guidance on recognising suspected abuse

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

KCSIE 2018 Definitions:

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

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

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

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

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

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the

school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation.

Further important additional information about specific forms of abuse and safeguarding issues including:

- Honour based abuse – including FGM, Forced marriage, breast ironing
- CSE
- Children with disabilities / SEN – including why and how these are more vulnerable to abuse
- Preventing radicalization
- Children missing education
- Looked after children – inc how DSL liaises with Designated Teacher
- Young carers
- Poor parenting
- Domestic violence
- Children in the court system
- Children of a parent in prison
- Homelessness

is contained in Annex A : Keeping Children Safe in Education. School and college leaders and those staff who work directly with children should read this annex: [Keeping Children Safe in Education - September 2018.pdf](#)