

## Safeguarding policy

September 2019

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<b>Associated documents:</b>	
<b>Links to:</b>	
<ul style="list-style-type: none"> <li>• Whistle Blowing Policy</li> <li>• Disciplinary Procedure</li> <li>• E-Safety Policy</li> <li>• Social Media Policy</li> <li>• Anti-Bulling Policy and Procedure</li> <li>• Behaviour For Learning Policy</li> <li>• Equalities Policy</li> <li>• Safer Recruitment Policy</li> <li>• Keeping Children Safe in Education – September 2019</li> <li>• Working Together to Safeguard Children (2018)</li> </ul>	

## **Our Vision – Transforming education: Transforming performance: Transforming lives**

Putting children and young people at the heart of all that we do.

We will ensure that all our children and young people, regardless of their background, fulfil their educational potential. We will do this in safe, supportive and ambitious environments, ensuring we maximise life chances for them all.

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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## **Introduction**

### **Purpose and Aims**

The purpose of the Academy Transformation Trust (ATT) Safeguarding Policy is to provide a secure framework for our academies in safeguarding and promoting safeguarding to those pupils and adult learners who attend our academies (collectively known within this policy as pupils). The policy aims to ensure that:

- All pupils are safe and protected from harm
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices
- Staff, pupils, governors, visitors, contractors, volunteers, parents and carers are aware of the expected behaviours and ATT's legal responsibilities in relation to the safeguarding and promoting the welfare of all our pupils

### **Ethos**

Safeguarding in the academy is considered everyone's responsibility and as such we aim to create the safest environment within which every pupil has the opportunity to achieve their full potential. ATT recognises the contribution it can make in ensuring that all pupils registered at our academies feel that they will be listened to and appropriate action taken, particularly in ensuring procedures are in place to minimise the risk of peer-on-peer abuse. We will do this by endeavouring to work in partnership with all staff and other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our pupils with the skills they need. This will include materials and learning experiences that will encourage our young people to develop essential life skills and proactive behaviours. Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

In safeguarding and promoting the welfare and wellbeing of children, we will act in accordance with the following legislation and guidance:

- Health and Safety Act (1974)
- The Children Act (1989 & 2004)
- Mental Health Act (amended 2007)
- Management of Health and Safety at Work Act (amended 1994)
- Human Rights Act (1998)
- Data Protection Act (1998)
- Education Act (2002) (section 175/157)
- Mental Capacity Act (1993) (amended 2005)
- The Education (Pupil Information) (England) Regulations (2005)
- Equalities Act (2010)
- Teachers' Standards (2012)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (2012)
- The Local Authority Safeguarding Partnership's Inter-Agency Procedures
- Working Together to Safeguard Children (2018)

- Keeping Children Safe in Education (September 2019)
- What to do if you're worried a child is being abused (2015)
- Information Sharing (2018)
- Counter-Terrorism and Security Act (2015)
- Children Missing Education – Statutory Guidance for Local Authorities (September 2016)
- Sexual Violence and Sexual Harassment between children in schools and colleges (December 2017)
- Disqualification under the Childcare Act 2006 (revised 31<sup>st</sup> August 2018)
- Education Inspection Framework (2019)

**Safeguarding Contacts within the academy**

Designated Safeguarding Lead: [insert name]

Deputy Designated Safeguarding Lead: [insert name]

Safeguarding Link Governor: [insert name]

## 1 Responsibilities and Expectations

### 1.1 Academy Transformation Trust will:

- 1.1.1 Be responsible for ensuring that each academy has an effective safeguarding policy and procedure in place and that proper procedures are in place for managing allegations of staff committing abuse (including the Principal and volunteers). See Appendix 1.
- 1.1.2 We recognise the possibility that adults working in academies that may harm children. Any concerns about the conduct of other adults in the academy should be taken to the Principal without delay (or where that is not possible, to the Designated Safeguarding Lead (DSL)); any concerns about the Principal should go to the Chair of Governors. Where there are concerns about the proprietor the member of staff should contact the Local Authority Designated Officer (LADO) without delay.
- 1.1.3 Amend the policy as safeguarding requirements change as directed by government guidance and legislation.
- 1.1.4 Be responsible (via the Local Academy Committee) for monitoring the implementation of the safeguarding policy and procedures and ensure that the academy complies with them.

### 1.2 The Academy Principal will:

- 1.2.1 Ensure all staff members are aware of their duty to raise concerns where they exist and use whistle blowing procedures as necessary (see ATT Whistle Blowing Policy). NSPCC Whistleblowing helpline **0800 028 0285**.
- 1.2.2 Ensure that the policy is made available to parents and carers (if requested) and that all staff, contractors and volunteers are properly vetted to make sure they are safe to work with pupils who attend the academy.
- 1.2.3 Ensure that proper procedures are in place for managing allegations of abuse against pupils (see Child Protection Policy and Procedure).
- 1.2.4 Ensure that there is a Safeguarding Link Governor, a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL), Designated Teacher for LAC and PREVENT Lead who have lead responsibility for dealing with all safeguarding issues in the academy. In the case of an allegation against a member of staff, the Principal will deal with any such allegation, except in the case the allegation is against the Principal, where the Chair of Governors will be involved. Designated Safeguarding Lead and Designated Teacher for LAC will work closely together to protect the needs of looked after children.
- 1.2.5 Ensure that the academy is committed to the teaching of Relationships and Sex Education (RSE).
- 1.2.6 Governors and Senior Leaders will ensure the Designated Safeguarding Lead is a member of the leadership team and has this role specified in their job description and job title. They will also ensure that the responsibilities of the DSL are not delegated.
- 1.2.7 Governors will ensure that academy leaders do not restrict learning online by excessively blocking access to relevant resources.

### 1.3 The Designated Safeguarding Lead must:

- 1.3.1 Update their safeguarding training at least every two years and keep up to date with safeguarding developments as they arise.
- 1.3.2 Ensure that all safeguarding issues raised in the academy are effectively responded to, recorded and referred to the appropriate agency. The Designated Safeguarding Lead will keep secure, accurate records. Record keeping procedures should be quality assured at least annually.
- 1.3.3 Ensure staff understand the difference between a 'concern' and 'immediate danger or at risk of harm' and are aware of the Early Help processes and keep accurate records of those children accessing this support
- 1.3.4 Arrange safeguarding training for all staff, governors, contractors and volunteers who work with children and young people in the academy.
- 1.3.5 Ensure that academy safeguarding training takes place at least annually, which they can deliver within the academy, provided they are linked into the support quality assurance process offered by the Local Authority.
- 1.3.6 Ensure that the Designated Safeguarding Lead has the relevant training and access to appropriate supervision, attends where appropriate, all conferences core groups or meetings where it concerns a pupil in the academy and to contribute to multi-agency discussions to safeguard and promote the pupil's welfare.
- 1.3.7 Work with external agencies and professionals on matter of safety and safeguarding and ensure that child protection information is transferred to the pupil's new school.
- 1.3.8 Complete an annual report to Governors which demonstrates that the safeguarding arrangements in the academy are being met and report annually to the Local Academy Committee (LAC).
  - If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Safeguarding Link Governor to ensure these improvements are implemented. Safeguarding targets will be set that will be included in Principal's performance management. ATT will review the self-review and safeguarding procedures annually.
  - ATT has an auditing role in ensuring the academy is meeting safeguarding requirements under section 175/157 of the Education Act (2002).

#### 1.4 Duties:

- 1.4.1 Academies will seek further information (vet) visitors and speakers to ensure that pupils are not exposed to extreme views and radicalisation.
- 1.4.2 All visitors including education and training providers who have access to pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships will be vetted in line with academy procedures.
- 1.4.3 All child protection concerns need to be acted upon immediately (ensuring appropriate cover is arranged). If staff are concerned that a pupil may be at risk or is suffering abuse, they should tell the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead, if the DSL is **unavailable**) **immediately. All concerns should be reported to the Designated Safeguarding Lead as soon as possible so they can carry out their duties.**
- 1.4.4 All adults, including the Designated Safeguarding Lead, have a duty to refer all known or suspected cases of abuse to children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency (e.g. nurse) it is the responsibility

of that agency staff to formally report the disclosure to the academy's Designated Safeguarding Lead in the first instance. Where the disclosure is made by a pupil attending a Pupil Referral Unit (PRU) or deputy provision, the disclosure should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the academy Designated Safeguarding Lead where the pupil is on roll for information or appropriate action to be taken. Any records made should be kept securely on the pupil's academy safeguarding file which should be kept in a locked and fire-proof cabinet.

## 2 Recognising concerns, signs and indicators of abuse

2.1 Safeguarding is not just about protecting children and young people from deliberate harm. For ATT, it includes such things as:

- Pupil safety
- Bullying (including cyber-bullying)
- Racist abuse
- Peer on peer abuse
- Harassment
- Educational visits
- Intimate care
- Pupils missing education
- Neglect
- Internet safety etc.

2.1.1 The witnessing of abuse can have a damaging effect on those who are a party to it, as well as young people subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the young person. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

2.2 The following indicators listed under the categories of abuse are not an exhaustive list.

2.2.1 **Physical Abuse** – this can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child or young person in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

2.2.2 **Emotional Abuse** – Emotional abuse is where a child or young person's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining towards child or other family members. Peer-to-peer emotional abuse, including gender related abuse may be face-to-face or via social media. It can also occur when children are prevented from having social contact with



others or if appropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders or self-harm.

2.2.3 **Sexual Abuse** – this involves forcing or enticing a child or young person to take part in sexual activities, whether or not the young person is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include:

- Allegations or disclosures
- Genital soreness
- Injuries
- Sexually transmitted diseases
- Inappropriate sexualised behaviour (including words, play or drawings).

2.2.4 **Neglect** – is the persistent failure to meet a youngster’s basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

### **3 Procedures – What to do if you are concerned**

3.1 If a pupil makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you follow the 6Rs, as outlined below:

### 3.1.1 Receive

- Listen to what is being said, without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said.

### 3.1.2 Reassure

- Reassure the pupil, as far as is possible
- Don't promise confidentiality, you have a duty to refer
- Reassure and alleviate guilt
- Reassure the child that information will only be shared with those who need to know.

### 3.1.3 React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details
- **Do not ask 'leading' questions**, for example, "Did he/she...", such questions may invalidate your evidence (and the child's) in any later prosecution
- Ask open questions, like "Anything else you would like to say?"
- Do not criticise the perpetrator; the pupil may have an affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to.

### 3.1.4 Record

- Make some brief notes at the time on any paper, which comes to hand. Write them up on the safeguarding form as soon as possible and pass a copy to the Designated Safeguarding Lead
- Do not destroy your original notes; attach these to the safeguarding form. Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. Record the actual words used by the child
- Record statements and observable things, rather than your 'interpretations' or assumptions.

### 3.1.5 Remember

- Follow your academy's guidelines and consult as appropriate
- Procedures require the Designated Teacher (staff) to make appropriate records to Social and Health Care.

### 3.1.6 Reflect

- Try to get some support for yourself if you need it. This support should be available through your Designated Teacher.

- 3.2 If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Principal in the first instance. Where those concerns relate to the Principal, the concerns should be reported to the Chair of Governors using the Whistle

Blowing Policy and will be addressed using the procedure for dealing with allegations of abuse against staff (Appendix 1).

- 3.3 If you are concerned about a child protection issue then you should follow the procedures outlined in the academy Child Protection Policy and Procedure. Each academy has their own Child Protection Policy and Procedure which links into the Local Authority arrangements.

#### **4 Training**

- 4.1 All members of staff, volunteers and contractors will have access to whole academy safeguarding updates at least every **year**, however, best practice would suggest this is ongoing throughout the year. As part of ATT's induction process, information will be issued in relation to the Safeguarding Policy (and any policy relating to safeguarding) and promoting pupils' and adult learners' welfare to all newly appointed staff and volunteers. This also applies to contractors who have regular contact with children. The training will include the academy's behaviour policy and how it responds to children missing education.
- 4.2 Training will be given to all staff to raise awareness of potential additional issues pupils with special educational needs or disability, care leavers and looked after may experience in relation to safeguarding issues. The academy's Special Educational Needs Coordinator (SENCo) will work with the DSL to deliver this training.

Training must be provided to ensure academies employing staff to work with children under 8 are aware of the requirements under Childcare (Disqualification) Regulations 2009. All staff working across all academies must also be aware of the requirement to disclose any information that might affect their work with children and young people.

- 4.3 All members of staff (including contractors who work with children) and volunteers are issued with and asked to read a copy of 'Keeping Children Safe in Education for all school and college staff – September 2019' and sign to say that they have read it. Those staff working directly with children must also read Appendix A 'Further Information' and academy leaders should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part 1 of this guidance.
- 4.4 The Designated Safeguarding Lead (DSL) and Deputy (DDSL) will undertake further safeguarding training in addition to the whole academy training. This will be undertaken as often as is appropriate and will include updates to help staff improve their awareness and understanding of the impact of the wide agenda of safeguarding issues. The DSL should ensure all staff understand the role he/she carries out in the academy. This will support both the DSL and DDSL to be able to better undertake their roles and support the academy in ensuring safeguarding arrangements are robust and achieving better outcomes for the pupils in the academy. This includes taking part in multi-agency training in addition to safeguarding training.
- 4.5 The Designated Safeguarding Lead will ensure all staff understand what 'Early Help' is and how to identify children in need of 'Early Help'. Staff should be alert to the potential need for early help for the most vulnerable pupils as outlined in Working Together to Safeguard Children 2018
- 4.6 The Local Academy Committee will have access to safeguarding training and the Safeguarding Link Governor will also undertake additional training at least every **two** years.
- 4.7 Safeguarding arrangements are reported on a termly basis to the LAC and the Safeguarding Policy is reviewed annually, in order to keep it updated in line with local and national guidance and legislation.

- 4.8 The Safeguarding Policy will be available on all ATT academies' websites. We are also able to arrange for the policy to be made available on request to parents or carers whose first language is not English.

## 5 Current Safeguarding issues

- 5.1 Some members of our communities hold beliefs that may be common with particular cultures but which are against the law of England. The academy does not condone practices that are illegal and which are harmful to children.

5.1.1 **Forced Marriage** – The academy does not support the idea of forcing someone to marry without their consent and will follow procedures to refer any child and young person immediately to Children's Social Care.

5.1.2 **Honour Based Violence** – 'A crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as:

- Self-harm
- Absence from academy and truancy
- Isolation from peers
- Being monitored by family
- Not participating in academy activities
- Unreasonable restrictions at home
- Forced marriage

Where it is suspected that a child/young person is at risk of honour based violence the academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

5.1.3 **Radicalisation and Extremism** – Extremism is defined as vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is the process by which an individual or a group come to adopt extremist views. Children can be exploited by people seeking to involve them in terrorism or in activity in support of terrorism, through radicalisation. All pupils are educated on fundamental British Values including the importance of mutual respect and tolerance. Where it is suspected that a child/young person is at risk from radicalisation, the Designated Safeguarding Lead will follow local procedures.

### **Recognising Extremism and Radicalisation**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside of school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups

- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

For non-urgent concerns, the local police can be called on 101. Dedicated telephone helpline for extremism:

**Telephone:** 020 7340 7264

**Email:** [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Academies will seek further information (vet) visitors to ensure that pupils are not exposed to extreme views and radicalisation.

5.1.4 **Female Genital Mutilation (FGM)** – The partial or total removal of female genitalia for non-medical reasons; it is also known as female circumcision, cutting or sunna and has been a criminal offence in the UK since 1985. Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in course of professional work, to the police. The duty applies from 31 October 2015 onwards. ‘Known’ cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act (2003). It is important to be alert to the signs, such as:

- Having difficulty walking, standing or sitting
- Spending longer than usual in the toilet
- Displaying unusual behaviour after an absence from the academy
- Being particularly unwilling to undergo normal medical examinations
- Asking for help but not being explicit about the problem

It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any member of staff has any concerns, they must personally report to the police, after informing the Designated Safeguarding Lead.

5.1.5 **Child Sexual Exploitation (CSE)** – This involves exploitive situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in ‘consensual’ relationships where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an

imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitive relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. There are three main types of child sexual exploitation, they are as follows:

### **Inappropriate relationships**

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

### **Boyfriend/Girlfriend**

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

### **Organised exploitation and trafficking**

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

- 5.1.6 **Trafficked Children** – Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where the academy is made aware that a child is suspected of or actually has being or is at risk of being trafficked/exploited, concerns will be reported to the appropriate agency. This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of those concerned will be reported to the appropriate agency in order to prevent this form of abuse taking place.
- 5.1.7 **Ritualistic Abuse** – Some faiths believe that spirits and demons can possess people (including children). What should never be considered in the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.
- 5.1.8 **Children Missing Education** – Children are best protected by regularly attending the academy where they will be safe from harm and where there are professionals to monitor their well-being. Full attendance is encouraged for all of our pupils. Where there are concerns that a pupil is missing education because of suspected abuse, this will be reported to Children’s Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse form taking place. For more information and further assistance, please refer to [Children Missing Education – Statutory Guidance for Local Authorities \(DfE September 2016\)](#) and [Pupils Missing out on Education \(Ofsted 2013\)](#).
- 5.1.9 **Sexually Active under eighteen year olds** – It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and

sexual relationships. The Local Authority Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people involved may need to provision and protection or additional services. If sexual activity in pupils is brought to the attention of the academy, Local Authority Protocol will be followed.

**5.1.10 Domestic Abuse** – The Government defines domestic abuse as ‘any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality’. Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act (1989). Where there is evidence of domestic violence, the academy will report concerns to the appropriate agency including Children’s Social Care and the police in order to prevent the likelihood of any further abuse taking place.

**5.1.11 Private Fostering** – An arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation for more than 28 days and where the care is intended to continue by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

It is a statutory duty for the academy to inform the Local Authority when made aware of a child or young person who may be subject to private fostering arrangements.

## **5.2 Safeguarding children who may be disabled or have a special educational need**

**5.2.1** Disabled children have exactly the same human rights, as non-disabled children, to be safe from abuse and neglect, to be protected from harm and to achieve the very best they can.

**5.2.2** Disabled children and those with a special educational need do however, require additional action. This is because they experience greater risks and ‘created vulnerability’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DCSF, July 2009). All academies will ensure that disabled pupils are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this staff, contractors and

volunteers will receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a child.

5.2.3 Pupils with a special educational need may be especially vulnerable because of the difficulties related to communication skills, empathy with others or understanding the consequences of their actions.

5.2.4 The SENCo will ensure staff are aware of how to support pupils with these difficulties as part of the academy's training programme ensuring staff have an awareness that

- Behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- There is a higher risk of peer group isolation
- There may be a disproportionate impact of bullying.
- Additional pastoral support should be considered.

### 5.3 **Bullying**

5.3.1 Children may be bullied for a number of reasons including the protected characteristics:

- Gender reassignment
- Marital or civil partnership status
- Disability
- Pregnancy or maternity
- Race or colour
- Nationality, ethnicity or national origin
- Religion or belief
- Sex or sexual orientation

The Equalities Policy outlines our commitment to ensuring our academies are inclusive academies where the focus is on well-being and progress of every child and where all members of our community are of equal worth.

5.3.2 As a Trust we do not support any form of bullying. We ensure that our pupils are educated about the impact of bullying. There is a Behaviour for Learning Policy in place and each academy has a personalised Anti-Bullying Policy and Procedure which is used to address any issues raised in relation to bullying.

5.3.3 We understand that bullying may take on different forms and may include racist and homophobic behaviour. Any incidents of sexual violence and sexual harassment (peer-to-peer abuse) will be dealt with in accordance with the academy's Anti-Bullying Policy and procedure and we expect all staff to be vigilant.

### 5.4 **Child Exploitation and E-Safety**

5.4.1 Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. Many children and young people have unlimited and unrestricted access to the internet via mobile technology. In order to minimise the risks to children and young people, the academy will ensure that there are appropriate measures in place such as security filtering, and an acceptable use policy linked to the E-Safety Policy. The policy will include the use of mobile technology. We will ensure that all staff are aware of how not to compromise their position of trust in or outside the academy and are aware of the



dangers associated with social networking sites. For more information, further clarification and definitions, please refer to [Teaching online safety in school](#) DfE document.

5.4.2 Mobile phone or electronic communications with a pupil at the academy is not acceptable other than for approved academy business (e.g. coursework, mentoring etc.)

5.4.3 Where it is suspected that a child is at risk of internet abuse, cyber-bullying or grooming concerns will be reported to the appropriate agency.

## 5.5 Peer on Peer Abuse includes-

- Bullying (including cyber bullying)
- Physical abuse
- Sexual violence and sexual harassment
- Sexting
- Initiation ceremonies
- Upskirting

### 5.5.1 Sexual Violence & Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

### 5.5.2 Sexual Violence

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as outlined below:

- Rape
- Assault by Penetration
- Sexual Assault

### 5.5.3 Sexual Harassment

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

5.5.4 For more information, further clarification and definitions, please refer to the [Sexual Violence and Sexual Harassment between children in schools and colleges](#) DfE document. Contact details for local services/support can be found in the academy's Child Protection Policy and Procedures.

## 5.6 Serious violence.

All staff should be aware of indicators which may signal children are at risk of, or are involved in serious crime. This includes an increased absence from school, changes in friendship groups, relationships with older individuals or groups, a significant decline in performance, signs of self harm or significant changes in their wellbeing, signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

For more information, further clarification and definitions, please refer to [Advice to schools and colleges on gangs and youth violence](#) Home Office document.

#### 5.6.1 **County Lines**

County Lines is the police term for urban gangs supplying drugs to suburban, market and coastal areas/towns using dedicated mobile phone lines or 'deal lines'. It involves Child Criminal Exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of vulnerable adults by force or coercion in a practice referred to as 'Cuckooing'. For more information, further clarification and definitions, please refer to [Criminal exploitation of children and vulnerable adults: county lines](#) Home Office document.

#### 5.7 **Other Safeguarding Issues**

5.7.1 The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, the policy will be renewed and updated as appropriate and in line with the Safeguarding Partnership arrangements within the Local Authority to ensure the academy is safe place in which to learn and work, in line with The Children and Social Work Act 2017.

### 6 **Education**

6.1 Educating pupils about current safeguarding issues is essential in equipping pupils with the knowledge and skills to identify risks and take appropriate action. All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

### 7 **Safer Recruitment and Selection**

- 7.1 It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. There will be at least one member on every recruitment panel who has received safer recruitment training and that all panel members have received appropriate recruitment and selection training. All staff will be appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children and young people in compliance with the Key Safeguarding Employment Standards. (ATT Safer Recruitment Policy)
- 7.2 Staff employment is subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check (with barred check list where appropriate), carried out before taking up the post and is subject to the requirements set out in the Education (Prohibition from Teaching or Working with Children) Regulations (2003) (as amended). Childcare (Disqualification) Regulations 2009 revised August 2018 state that schools are no longer required to ascertain if a qualifying member of staff is disqualified by association. However, a culture will be created whereby staff feel comfortable to discuss matters outside of work which may have implication for the safeguarding of children. Training will be provided for governors and staff with management responsibilities in this area. For staff that have lived in another country in the last 5 years, additional checks will be carried out.
- 7.3 Home stays in the U.K - it is the responsibility of the academy to ensure an enhanced DBS is obtained for everyone in the home over 18 years old. The academy can decide if DBS checks are required for 16 or 17 year olds.

**Appendix 1 – Flowchart for the initial management of allegations against staff or volunteers**

