



# MacIntyre Academies

## Safeguarding and Child Protection Policy and Procedures

### Discovery Academy

<b>Person Responsible:</b>	Principal
<b>Date of first draft:</b>	July 2015
<b>Date of staff consultation:</b>	July 2015
<b>Date adopted by the Trust Board:</b>	July 2015
<b>Date presented to LAB:</b>	Nov 2015
<b>Date of implementation:</b>	Sept 2015
<b>Date reviewed: (<i>annually</i>)</b>	Sept 2018
<b>Date of next review:</b>	Sept 2019

## Purpose

This policy sets out the procedures governing the action to be taken in respect of Children and Young People at Discovery Academy.

### 1. Scope

This policy applies to all MacIntyre Academies employees, including volunteers as well as Local Advisory and Trust Board Members.

### 2. Introduction

This policy is written in accordance with:

- The Children's Act 1989
- The Education Act 2002
- Keeping Children safe in Education (September 2018)
- Working Together to Safeguard Children (September 2016 draft guidance and 2015 guidance) (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- Warwickshire Child protection and safeguarding procedures.
- "Framework for the Assessment of Children in Need and their Families" 2000
- Disclosure and Barring service requirements
- Warwickshire CME protocols (Warwickshire LSCB website, May 2015)
- The Teachers' standards 2012

Full guidance, ***Keeping Children Safe in Education*** at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)

Fifteen page summary for staff at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

The policy should be read alongside Discovery Academy's:

- e-Safety Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Equality Policy
- Health and Safety Policy
- First Aid Policy
- Recruitment Policy
- Volunteer Policy
- Staff Code of Conduct
- Whistle Blowing Policy

## Definition of Safeguarding

Discovery Academy adopts the definition used in the Children Act 2004 and in 'Working together to safeguard children' 2016. This can be summarised as:

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

Safeguarding is not just about protecting children from deliberate harm, it also relates to aspects of school life including:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid

## Explanation of terms in this policy

'Trust'	MacIntyre Academies Trust
'DfE'	The Department for Education
'DSL'	Designated Safeguarding Lead and Child Protection Officer
'ADSL'	Assistant Designated Safeguarding Lead and Child Protection Officer
'CLA'	Child(ren) looked after
'LADO'	Local Authority Designated Officer
'CEOP'	Child Exploitation and Online Protection (a branch of the Police service dealing specifically with online child safeguarding)
'DBS'	Disclosure and Barring Service (DBS is an executive non-departmental public body of the Home Office and helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.
'Staff'	All employees including ancillary and supply staff, volunteers and LAB members.

The use of the term 'safeguarding' in this policy also includes / covers 'child protection'.

Any reference to 'children' includes young people and those over 18.

## Key contacts in School

### Designated Safeguarding Lead (DSL):

Matthew Pike (Principal) 07494 457314 Training Completed Safer Recruitment: 7th May 2015, DSL: 3rd July 2015 WCC DSL 18th Oct and 3rd Nov 2016 DSL Refresher 27<sup>th</sup> Sept 2018

**Safeguarding Officer:** Lorraine Nicholls (Safeguarding Lead) mobile 07377863354 Training Completed WCC DSL Refresher: 16th Nov 2016 DSL refresher 12<sup>th</sup> June 2018

**Deputy Safeguarding Lead:** Victoria Smith (Assistant Principal) 07852 436758 Training Completed Safer Recruitment: 30th June 2016; WCC DSL Refresher: 19<sup>th</sup> June 2018

**Deputy Safeguarding Lead:** Shane Rowe (Assistant Principal) 07508 674854 Training Completed Safer Recruitment: 7th Feb 2017; WCC DSL 14th and 27th June 2017

**Deputy Safeguarding Lead:** Chris Harlan-Marks (Assistant Principal) WCC DSL 2<sup>nd</sup> Oct and 1<sup>st</sup> Nov 2017

**Deputy Safeguarding Lead:** Donna Mallabone 07494457445 WCC DSL 9<sup>th</sup> Nov and 28<sup>th</sup> Nov

### Nominated Safeguarding Lead LAB member:

Kirsty Firth 02477 103370 Training Completed 1st February 2016

### Nominated Safeguarding Lead Trustee:

Rachelle Russell Chief Operating Officer 07946 368832

## 3. Underlying Principles

Safeguarding children in schools is about fostering a culture where children come first.

Young people's welfare is our paramount concern. This policy outlines Discovery Academy's position in respect of the safeguarding young people.

At Discovery Academy we believe that all young people:

- Have the right to be protected from harm and / or abuse;
- Have the opportunity to develop fully;
- Have their basic needs met.

We recognise that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes. Children and young people attending Discovery Academy may have specific communication difficulties and may have problems understanding situation they are in due to socialisation and imagination difficulties. They may not understand or when certain situations/actions by others are not appropriate, they are therefore particularly vulnerable, for example, to potential exploitation. For these reasons all staff at must be especially vigilant and aware of the indicators of abuse.

For children with special educational needs and disabilities (SEND) additional barriers can exist when recognising abuse and neglect. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment.
- 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.

This policy identifies how we overcome the barriers to recognising abuse.

The Trust, the Local Advisory Board and Free School fully recognise the responsibilities and the duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

We recognise that all adults, including temporary staff\*, volunteers and members of our Local Advisory Board (LAB), in fact anyone who comes into contact with the children and their families has a full and active part to play in protecting our pupils from harm. Discovery Academy staff are particularly important as they can identify concerns and provide support for children and their families to get early help, preventing concerns from escalating. We believe in the principle of providing help for families to stay together where it is safe for the child to do so.

We understand that safeguarding incidents could happen anywhere in or outside of school and emphasise to staff that they should be alert to possible concerns and have an 'it could happen here' attitude.

We appreciate that schools and their staff form part of the wider safeguarding system for young people. This system is described in statutory guidance Working Together to Safeguard Children 2015. Therefore we work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Discovery Academy has a designated safeguarding lead (DSL) who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services.

#### 4. Aims

We aim to provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. One where children feel safe, secure and respected, where they feel confident that they will be listened to.

We recognise that our children are vulnerable to abuse. Some have experienced or witnessed abuse, and this can impact on their self-esteem and self-worth. For this reason we aim to provide a stable, secure and predictable environment where children feel accepted and protected.

#### 5. Objectives

This policy is based on three main objectives:

##### Prevention

- Maintaining pupils' welfare as our paramount concern;
- Providing an environment in which children feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties;
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Providing staff with the with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- Ensuring safe recruitment practice is implemented through effective DBS checks of all adults within the School who have access to young people.

##### Protection

- Ensuring all steps are taken to maintain site security and pupils' physical safety
- Monitoring pupils', known or thought to be at risk of harm;
- Using structured procedures which will be followed by all in cases of suspected abuse;

- Developing effective working relationships with all other agencies, involved in safeguarding;
- Consistently informing stakeholders about the school's commitment to safeguarding and child protection.

### Support

- Ensuring that safeguarding child protection is included in the curriculum (PSHE and wellbeing curriculum) to help children stay safe, recognise when they don't feel safe and identify who they might / can talk to providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties. And that pupils' are educated about risks associated with internet use and new technologies;
- Ensuring that pupils' are listened to and their concerns taken seriously and acted upon;
- Working with others to support pupils' who may have been abused.

## 6. Responsibilities

MacIntyre Academies Trust Board and Local Advisory Board take seriously their statutory responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure that there are adequate arrangements within the school to identify, assess, and support those children who are at risk of or suffering harm.

The Trust Board (via the Senior Executive Lead) is responsible for safeguarding procedures and practices, as this is a statutory policy. The Trust Board has a nominated Trustee who acts as the nominated Safeguarding Trustee.

At Discovery, the Principal has overall responsibility for safeguarding, but this may be delegated to one of the Deputy DSLs. The DSL (including responsibility for CLA) can be the Principal or an Assistant Principal. The ADSL can be an Assistant Principal or Safeguarding Lead. The Local Advisory Board has a Nominated member for Safeguarding.

The DSL takes specific responsibility for coordinating action within the school in the sphere of safeguarding and for liaison with social care departments and other relevant agencies over suspected/actual abuse. Where appropriate the DSL will ask one of the members of the Designated Safeguarding to carry out specific monitoring tasks as well as attend specific meetings on their behalf.

Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and young people and liaises with the school on these matters where appropriate. They review their policies and procedures annually and provide information to the LA and or the Trust about them and about how the above duties have been discharged.

### The Principal's Responsibilities:

- To ensure that the policies and procedures determined by the Trust Board and adopted by the LAB are fully implemented, and followed by all staff.
- To ensure that the child protection policy and procedures are understood and implemented by all staff.
- To ensure that the name of the DSL, the ADSL and other key contacts are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- To ensure that sufficient resources and time are allocated to enable the DSL, ADSL and other staff to discharge their responsibilities in inter-agency meetings, inter-agency work and assessment.
- To support the designated teacher for CLA to promote the educational achievements of any pupils who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keep looked after children safe

- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and young people, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- To ensure that arrangements are put in place to ensure that full regard is given to the need to safeguard and promote the welfare of children and young people at all times (in line with Education Act 2002 ss 157 and 175 and s 11 Children Act 2004).
- To ensure that the policy on safeguarding children and young people is fully compliant with the provisions of the DfE (2015) Keeping Children safe in education.
- Challenge anyone who does not appear to be taking action in relation to safeguarding.
- To publish the safeguarding policy, make it available for public scrutiny and make arrangements to support a process of annual review undertaken by the Trust Board.
- Be responsible for making taking the lead in situations relating to allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and report them immediately to the Chief Operating Officer and inform the Chair of the LAB.
- Be responsible for carrying out any actions agreed by the LADO and reporting on outcomes where relevant to do so in confidential circumstances.
- To report on safeguarding at each LAB meeting (standing item) and provide an annual report to the LAB in relation to work and training undertaken in respect of safeguarding.
- To ensure that the school follows safe recruitment processes, including accurate maintenance of the Single Central Record.
- To ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including online, as part of a broad and balanced curriculum.
- To refer all allegations that a child has been harmed by, or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- To ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- To recognise that staff working in the school who have become involved with pupils who have suffered harm, or appears likely to suffer harm may find the situation stressful and upsetting and to support such staff by providing an opportunity to discuss their anxieties and seek further support as appropriate.
- To ensure that appropriate checks are undertaken in respect of visitors and volunteers coming into the school.
- Ensure that there is an identified senior leader to take on the above responsibilities in the absence of the Principal.



**DSL Responsibilities:**

The DSL (and the ADSL in the DSL's absence) is responsible for:

- Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters.
- Keeping up to date with current knowledge in order to fulfil the role.
- Ensuring that either they or other nominated member of the Senior Leadership Team attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents/carers.
- Ensuring that child protection is included in the curriculum to help children stay safe.
- Challenge anyone who does not appear to be taking action in relation to safeguarding.
- Ensuring that any child/young person that is subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction/training for all staff, so that staff are provided with opportunities at least every 2 years to receive training, in order to develop their understanding of the signs and indicators of abuse, how to respond to a child who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- Providing an annual report for the LAB, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DSL, and by all staff and trustees / advisory board members; number and type of incidents/cases, and number of children subject to a child protection plan (anonymised).
- Ensure that parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.

**The LAB responsibilities:**

- To attend relevant safeguarding training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- To ensure that there is a named LAB member who oversees safeguarding.
- To ensure that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's safeguarding arrangements, Staff behaviour policy, before they start work.



- To ensure that the school has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Principal and allegations against other children.
- To challenge anyone who does not appear to be taking action in relation to safeguarding.
- To challenge and scrutinise the principal's reporting on safeguarding practice
- To ensure that the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents and carers on request.
- To ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with policy and guidance from the Local Safeguarding Children Board and locally agreed inter-agency procedures (this includes the Chair of LAB taking the lead in cases where an allegation has been made against the Principal).
- To ensure that the school operates safer recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with children and young people.
- To ensure that a member of the senior leadership team is designated to take lead responsibility for safeguarding children and young people.
- To ensure that staff undertake appropriate training on safeguarding children and young people.
- To remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- Ensure that a LAB member is nominated to be responsible for liaising with the partner agencies in the event of allegations of abuse being made against the Principal.
- Ensure that the school teaches pupils about safeguarding and how to keep themselves safe at all times, including when on line, as part of a broad and balanced curriculum.

#### **Nominated Safeguarding LAB Lead Responsibilities:**

- Responsible for liaison with the Principal and designated member of staff (if different) regarding matters relating to safeguarding children issues, which in turn will be consistent with Local Safeguarding Children Board procedures.
- To ensure that the school has a member of the senior leadership team who is designated to take lead responsibility for dealing with child protection issues.
- To challenge anyone who does not appear to be taking action in relation to safeguarding.
- To ensure, on behalf of the LAB and in close liaison with the Principal and designated member of staff, that the school has in place the requisite safeguarding policies and procedures and that those are consistent with Local Safeguarding Children Board procedures and are fully compliant with related guidance and legislation.
- To ensure that annually an item is placed on the agenda of a LAB meeting to review its policies and procedures, and provides information annually of how the above duties have been discharged.
- To monitor that Discovery Academy operates safe recruitment procedures and makes all appropriate checks, including the scrutiny of applicants, verification of academic or vocational

qualifications, the obtaining of professional and character references and checks on previous employment history, are carried out on new staff and volunteers who will work with pupils including DBS checks.

- To ensure that the school has procedures for dealing with child protection allegations against staff and volunteers that comply with local guidance. If the allegation is against the Principal it will be the LAB Chair's responsibility to liaise with Social/Specialist Services and/or partner agencies.
- To ensure that the Principal, and all other staff who work with the pupils undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively, that is kept up to date by refresher training at correct cycles, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

### **Nominated Safeguarding Trust Member**

All Trustees / Governors with responsibility for monitoring the implementation of the Safeguarding Policy at Trust or School level, follow advice and implement recommendations in the DfE Governor Handbook 2017

They complete spot checks on a quarterly basis to assess its compliance with safer recruitment practice.

### **MacIntyre Academies Trust Board**

The Trust Board is responsible for setting and reviewing all statutory Trust policies. They commission an annual safeguarding report that is undertaken by the Chief Operating Officer (COO), the report outlines how the academies and free schools have fulfilled their duties in relation to safeguarding and child protection, highlights best practice and makes recommendations for improvements. The report reflects results of the annual safeguarding audit undertaken by the COO.

They provide challenge and scrutiny to the Local Advisory Board, ensuring that they have effective safeguarding procedures in place.

### **All Staff**

The responsibilities of the teaching, support staff and volunteers are to:

- Undertake appropriate training in relation to safeguarding and promoting the welfare of children and young people at least annually.
- Complete all CPD tasks relating to "safeguarding" within the deadline set by the Principal.
- Be alert to signs of abuse and reporting concerns immediately to the (A) DSL.
- Raise concerns about a child with the (A) DSL.
- Deal with all incidents in line with the Trust's policy.
- In all cases relating to safeguarding the (A)DSL will work with other staff who know and work with the pupil in question, in order to identify the most successful way of dealing with the safeguarding need. Relevant staff will, depending on the nature of the safeguarding issue, attend social service reviews and case conferences in relation to named pupils, although the (A) DSL will need to have accurate information and feedback in relation to these meetings. Decisions regarding safeguarding will ultimately rest with the (A) DSL.
- Maintain awareness of buildings and grounds security and for reporting concerns that may come to light.

- Challenge anyone who does not appear to be taking action in relation to safeguarding.
- All staff must be aware that they cannot promise a child/parent to keep secrets.

## Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Staff Behaviour Policy (code of conduct) sets out our expectations of staff and is signed by all staff members.

## 7. Procedures

Our school procedures for safeguarding children and young people are in line with the Warwickshire Safeguarding Children Board (WSCB) Procedures.

### Safer Recruitment

We are committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

The Principal is responsible for ensuring that the school follows safer recruitment processes, including accurate maintenance of the Single Central Record and a vetting and recruitment process that places safeguarding at its centre, regardless of employee or voluntary role.

We ensure that there is at least one member of each interview panel has completed the safer recruitment course.

### Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity.

### Governors

All governors will be the subject of Enhanced DBS checks as defined in *Keeping Children Safe in Education 2018*.

### Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site, which confirms that they have permission to be on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Parents and carers who are simply delivering a letter or collecting their child do not need to sign in. The Principal will exercise their professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

The school's explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

### **Online communication between staff and pupils**

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules [*please refer to WCC guidance 'Policy on Staff/Governor Use of Social Networking and Internet Sites' and add your school's advice/rules here*]. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action

### **Training**

All school-based staff are to be offered an appropriate level of safeguarding training. As a minimum standard all staff who have contact with children receive an induction to and face-to-face Safeguarding and Child Protection Training at least, annually.

Our Senior Leaders who are DSL and ADSL undertake the initial designated safeguarding training and subsequent refresher courses every two years delivered by a suitably qualified professional/organisation.

All members of staff, volunteers LAB members and Trustees are inducted and trained so that they understand:

- The contents of the school Safeguarding Policy
- The signs and symptoms of concern
- How to respond to a child who discloses abuse
- What to do if they are concerned about a pupil
- The role of the DSL
- The importance of their behaviour as outlined in the Code of Conduct
- Any member of staff may raise concerns directly with Children's Social Care services
- About the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment.
- Their Prevent duty and about the Channel process

All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools Safeguarding Policy, and reference to it in our handbook and on our website.

The nominated LAB member receives safeguarding training from a strategic perspective on a three yearly basis, this is disseminated to the rest of the LAB.

### **Children looked after**

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

We ensure that staff understand the child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. And the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has details of the child's social worker.

### **Reporting**

All staff should be familiar with **Appendix 1 'Reporting Procedure' and Appendix 2 'Safeguarding Children: Indicators of Abuse'**.

All staff are made aware that it is a disciplinary offence not to raise concerns about a child, including those that relate to the conduct of a colleague that could place a child at risk. Serious concerns can be raised through the Trust's Whistleblowing Policy.

Staff understand that the assessment of harm or abuse has to be multi-disciplinary and no single professional should take or have the responsibility of individually determining whether harm has occurred or not.

On receipt of an alert the DSL will refer and discuss any disclosed concerns with the duty assessment team in the child's home local authority and inform Warwickshire duty and assessment team of the referral. This referral will also be discussed with the LADO and advice taken on next steps.

Where possible the DSL will discuss concerns with the family and inform them of any referrals being made to children's social care team, unless this may place the child at risk of significant harm, lead to the risk of losing evidence or in cases where fabricated or induced illness is suspected.

The referrer will keep written evidence of:

- Discussions with the pupil
- Discussions with staff
- Discussions with parent/carer
- Discussion with managers
- Information provided to children's social care team
- Decisions taken (clearly timed, dated and signed)

The timings of referrals must reflect the level of perceived risk, but should usually be within one working day of the recognition of the risk/disclosure.

### **Whistleblowing**

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance, to the DSL, ADSL or other members of the Senior Leadership Team. However if this is not possible then they should contact the CEO of the Trust or Chair of the Trust Board as per the Whistleblowing Policy (contact details can be found on the MAT website).

### **Confidentiality**

We recognise that all matters relating to child protection are confidential. The DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard our pupils. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

We believe that it is of the utmost importance that when an allegation is made, the school and Trust makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

### **Complaints**

The school has a Complaints Procedure available to parents, pupils and staff who wish to report concerns. This includes the option of escalating concerns beyond school leadership to the Nominated Trust Board Safeguarding Lead.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the relevant safeguarding and HR procedures.

## **Supporting Pupils**

### **Disclosures expressed by pupils**

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. Children and young people may disclose abuse or make an allegation. We will take these matters seriously and ensure that the appropriate next steps are taken and endeavour to keep the child regularly informed as to the progress of their complaint.

### **Our pupils as potential abusers**

We are aware that our children may be easily led / groomed by others. This may be as victims or, indeed, as perpetrators. We will ensure that our wellbeing education teaches them about sexual correctness, age of legal responsibility and keeping themselves and others safe.

### **Peer on Peer Abuse**

We are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Peer on peer abuse will not be tolerated or normalised, any concerns will always be investigated. The curriculum and practice at Discovery Academy ensures that pupils are aware of the expectations on their behaviour. This policy identifies the process for responding to allegations of peer on peer abuse.



### **Safeguarding young people in our school who are 18 years old and over (vulnerable adults)**

At Discovery Academy we will support young people to remain at the school until they are nineteen. At the age of eighteen all young people reach the age of 'adulthood' and as such move from children's services within their local authority to being supported by the adult team. This means that any safeguarding issues that may affect them are also reported and dealt with by the adult safeguarding team. Our own internal reporting procedures and duty of care to these young people remains the same.

### **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Guidance for staff can also be found in the following document: *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*. March 2009

### **Allegations against staff**

All staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. We understand that at times there will be confusion for staff about what is/isn't appropriate to do with the pupil(s).

Staff should always check with the safeguarding officer or a member of the leadership team if they are unsure of what would be appropriate and have regards to the Professional Code of Conduct at all times. All Staff should be aware of school guidance on behaviour issues and our Behaviour Management policy.

Staff need to inform the DSL of any existing friendships / family relationships with pupils and families prior to commencing their position of employment at the school. Should a new pupil join the school and this child is known to the member of staff they should inform the DSL about their existing relationship with the pupil and/or family.

We understand that a child/young person may make an allegation against a member of staff. Appendix 1 outlines the procedure that will be followed in event of an alert.

Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO, the CEO and the Human Resources Adviser. In the event of an allegation against the Principal, the decision to suspend will be made by the CEO with advice.

## **8. Monitoring Compliance and Impact**

The school will review this policy annually and ensure that practice across the school is in line with this policy. Any review will take into account the most up-to-date legislation and statutory guidance. The Local Advisory Board will play a key role in the review as it has responsibility for oversight of school safeguarding and child protection systems.

All staff are encouraged to feedback on this policy and contribute to its development.

The Designated Safeguarding Lead / Principal will ensure regular reporting on safeguarding activity and systems in school to the Trust Board.



The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- Internal audit
- External audit
- LAB and Trust Board visits
- Random testing by line managers

Appendices:

1. Safeguarding and Child Protection Procedures
2. Definitions and Indicators of Abuse
3. Specific Safeguarding Issues
4. Dealing with disclosures
5. Key contacts

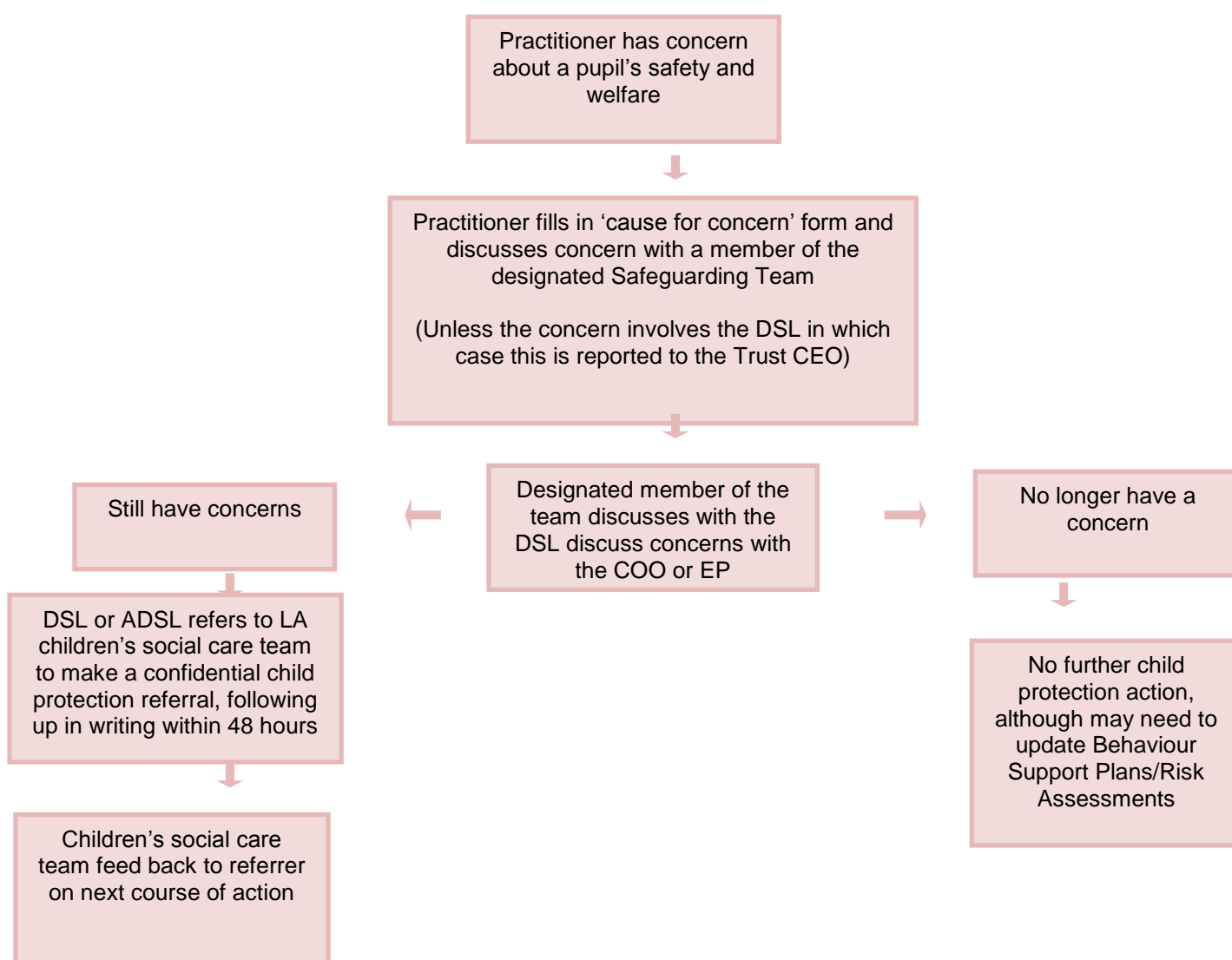
## Appendix 1 – Child protection procedures at Discovery Academy

### Reporting, Referral and Immediate Actions

**Failure to report actual or suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.**

**If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.**

**If the child is not in immediate danger then the procedure below is followed.**



## Responding to allegations against Staff

The alert is made to the DSL (unless that person is implicated in the allegation, in which case EP would be informed)

Ensure the immediate safety of the pupil(s)

In liaison with the Warwickshire Safeguarding Children Board and/or the Police, seek medical assistance where necessary without delay

Ensure the child is offered the support of a trusted adult throughout the process, who will ensure and facilitate the child's understanding where

Inform children's social care office and/or the Police immediately after ensuring the child is safe and looked after. Providing details as specified in Appendix 1- Confidential Child

Once the issue has been referred to social services the process is controlled by them, the enquiry is handled under their protocols and time frames, for more

**In addition to the above procedures, the following procedures apply when:**

**The alleged abuser is a member of staff at Discovery Academy**

- The Principal will discuss situation with the police and social services.
- The Principal will inform the member of staff that she/he is suspended until the child protection enquiry is completed.
- The Principal in consultation with social services will agree who is to inform parents/carers, how and when.
- Decide if other staff might be implicated and what action should be taken.
- Staff suspended from duty should be informed not to contact other staff members, parents or trustees at Quest Academy
- It is the responsibility of the Principal to ensure the Disclosure and Barring Service are made aware if a member of staff or a volunteer is dismissed because they have harmed a child or vulnerable adult, or would have done so if they had not left.

**Abuse by a member of staff of a child not at Discovery Academy:**

- If Discovery Academy becomes aware that a member of staff is involved in an external child protection investigation that member of staff will be suspended until such time as the enquiry is complete.

**Abuse by a child/young person (peer on peer abuse)**

- Where the alleged abuser is another child the Principal will agree any immediate action in respect of the alleged abuser, particularly where the child should reside, in order to maintain the safety of the other young people.
- Decide how the alleged abusers parents or carers will be informed of the matter and be involved in discussions/decisions unless to do so would risk the safety of the alleged victim/abuser/other child and/or the conduct of the enquiry.

**Procedure for Dealing with Allegations of Peer on Peer Abuse**

- When an allegation is made by a pupil against another, members of staff should treat it as a safeguarding concern. As such, it should be recorded on the appropriate safeguarding concern form and the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (DSL) should be informed.
- It is important that staff do not attempt to investigate the circumstances at this stage.
- The DSL will gather information from the young person making the allegation and consider whether they are at risk of significant harm.
- The DSL will then contact the Local Authority Designated Officer (LADO) to seek advice. The DSL will follow through the outcomes of the discussion and make a referral to Social Care if the young person has been harmed or is at risk of harm.
- If the allegation indicates that a potential criminal offence has taken place, the DSL will inform the police.
- Once advice has been taken from the LADO and/or Children's Social Care and/or the police, the school will begin its investigation, unless this is being undertaken by another agency. The DSL will speak separately to the young people involved to gain a statement of facts from them, using consistent language and open Questions for each account.
- Any written evidence or images will be gathered.
- If the allegation regards sexting, devices containing images should be confiscated, turned off and placed under lock and key until they can be handed over to the police.
- Parents, of both the alleged perpetrator and the alleged victim, will be informed at an early stage and kept updated on the progress of the referral. If the police/social care are involved we will wait for their agreement before informing parents.

- The DSL will make a record of the concern, the discussion and any outcome and keep a secure copy on the pupils' safeguarding files.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment will be completed, together with a support plan.
- The plan should be monitored and a date set for a follow-up review with everyone concerned.
- In some cases the school may find it necessary to call an urgent review with the local authority to plan a way forward.
- If there is an investigation ongoing criminal or otherwise, the school may consider that the young person is unable to be educated on site until the investigation is concluded. The young person will then be provided with appropriate support and education whilst off site.

#### **Support for the child or young person who has been harmed**

- The support the young person requires will depend on the individual but the school can offer support to the young person in a number of ways:
  - A support plan/anxiety management plan will be put in place for the child or young person, naming someone who they can talk to and listing support strategies for managing issues.
  - The child or young person can speak to his/her trusted adult in school.
  - The child or young person may require support from the pastoral team, to improve peer relationships if the incident was of a bullying nature.
  - The child or young person may require counselling from a clinical psychologist.
  - The School may consider a referral to outside agencies including CAMHS
  - The child or young person may be supported by a peer mentor.
  - Parents may also need support from the school.

#### **Support for the child or young person who has displayed harmful behaviour**

- It is important to find out why the child or young person has behaved in such a way. It may be that they may have been harmed themselves in a similar way or may be experiencing their own difficulties. The School acknowledges its responsibility to offer support and will consider the following:
  - A risk assessment and support plan will be put into place.
  - The child or young person can speak to his/her trusted adult.
  - Discovery Academy will identify whether the young person needs support from the Pastoral Team, including the Clinical Psychologist.
  - Discovery Academy may complete a CAF (Early Help Referral) to ensure that outside services are made available to the child or young person.
  - A referral to outside agencies, including CAMHS, SIBS or the Child Sexual Exploitation Team may be a requirement in the case of sexually harmful behaviour.
  - In cases of bullying, the School will ensure that there is a consequence for this behaviour, including restorative justice, if appropriate.

## Appendix 2 – Definitions and Indicators of Abuse

### Definition of Abuse

The DfE guide ‘**Keeping Children Safe in Education**’ 2018 defines abuse as:

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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

### Recognition of Child Abuse

Child abuse can take many forms but they are usually divided into four categories, due to the vulnerabilities of our young people, within the Trust we have added three more.

- Physical abuse
- Emotional/Psychological abuse
- Sexual abuse
- Neglect by others
- Institutional abuse
- Self Neglect
- Financial abuse

### 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 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

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 (including via the internet)*. *Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.*

### Neglect by others

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a

result 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Institutional abuse**

Institutional abuse occurs when the lifestyles of children and young people are sacrificed in favour of the rituals, routines and/or restrictive practices of the home or care setting.

Institutional abuse is the repeated poor care of children and young people or a group of children and young people by those working in the care establishment.

Children and young people living within an institution for example, a children's home, are potentially vulnerable to institutional abuse

### **Self Neglect**

Where a child or young person constantly fails to respond to their own needs and which has a detrimental effect on their health and well being. Where the inability of a person to understand the consequences of his or her actions or inaction and where this inability leads to or may lead to harm.

### **Financial abuse**

Financial abuse occurs when an individual's resources are being inappropriately used to the advantage of another person.

### **Indicators of abuse**

The following is a list of signs and symptoms that may be consistent with abuse; some children can exhibit one or more of these signs for other reasons.

If there are concerns about a child displaying any of these indicators the concern should be shared with the School Principal (Designated Safeguarding Person) and/or a senior member of staff.

### **Physical Abuse**

#### Physical Indicators

Unexpected bruises/welts/lacerations/abrasions:

- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of article used, e.g. belt, buckle, electrical flex
- On several different surface areas
- Regularly appear after absence, weekend, or holiday
- Bite marks or fingernail marks.

Unexplained burns:

- Cigar or cigarette burns especially on soles, buttocks, palms or back
- Immersion' burns, where hands, feet or body have been forcibly Immersed in very hot water
- Patterns like electrical burner, iron etc.
- Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure
- In various stages of healing
- Multiple of spiral fractures



## **Behavioural Indicators**

- Flinching when approached or touched
- Reluctance to change clothes for PE lessons
- Wary of adult contacts
- Difficult to comfort
- Apprehension when other children cry
- Crying/ irritability
- Frightened of parents
- Afraid to go home
- Rebelliousness in adolescence
- Reported injury caused by parents
- Behavioural extremes- aggressiveness, withdrawal, impulsiveness
- Regression or child-like behaviour
- Apathy
- Depression
- Poor peer relationships
- Panic in response to pain

## **Neglect by others**

### Physical Indicators

- Consistent hunger
- Poor hygiene
- Inappropriate and inadequate dress
- Consistent lack of supervision, especially in dangerous activities for long periods
- Unattended physical problems or medical needs
- Abandonment

### Behavioural indicators

- Begging
- Stealing food
- Constant fatigue, listlessness
- Poor relationships with care-giver
- Deterioration in health
- Unexplained accidents

## **Sexual Abuse**

### Physical Indicators

- Difficulty in walking, sitting down
- Stained or bloody underclothing
- Pain or itching in genital area
- Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- Vaginal discharge
- Bed-wetting
- Excessive crying
- Sickness

### Behavioural Indicators

- Inappropriate sexual behaviour or knowledge for the child's age
- Promiscuity
- Sudden change in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse (e.g. glue sniffing)
- Emotional withdrawal through lack of trust in adults
- Over-compliance with reDiscoverys of others

- Frequent complaints of unexplained abdominal pains
- Eating problems
- Sleep disturbances
- Poor peer relationships
- Possessing money or 'gifts' that cannot be adequately accounted for
- Inappropriately sexually explicit drawings or stories
- Soiling

## **Emotional/psychological Abuse**

### Physical Indicators

- Failure to thrive
- Delays in physical development or progress

### Behavioural Indicators

- Sucking, biting, rocking
- Anti-social, destructive
- Sleep disorders, inhibition of play
- Complaint, passive, aggressive, demanding
- Impairment of intellectual, emotional, social or behavioural development
- Reduced levels of personal hygiene
- Eating too much or too little
- Unable to sleep
- Withdrawn/Shunning company
- Seeking reassurance

## **Institutional abuse**

### Physical indicators

- Shared clothing and possessions
- Inappropriate use of medication
- Failure to thrive

### Behavioural indicators

- Low self esteem
- Individual becoming compliant
- No recognition of cultural or religious choices
- No support plans or complaints

## **Self Neglect**

### Physical indicators

- Not eating or over eating
- Not drinking sufficient fluids
- Poor personal hygiene
- Not taking prescribed medication
- General deterioration in health/hygiene
- An unkempt look
- Weight loss
- Unexplained accidents

### Behavioural indicators

- Low self esteem
- Lacking of any self confidence
- Not wanting to engage with others

## **Financial abuse**

### Physical indicators

- Individual with a decreased amount of money available
- Possessions going missing
- Money disappearing without explanation
- Accounts and receipts not adding up

- Individuals only having a small amount of money available when they use to have more
- Clothing/ possessions of poor quality

#### Behaviour indicators

- Low self esteem
- Appears compliant

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding the child drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).

#### Indicators

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with their place of learning, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault (Barnardo's, 2011; CEOP, 2011; Berelowitz et al, 2012)

The Discovery Academy is committed to protecting pupils from sexual exploitation. To keep the younger members of the school safe staff will deliver key messages about healthy relationships using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

For secondary aged pupils messages about healthy relationships and risky behaviour will be taught through the Personal, Social and Health Education (PSHE) and the Sex and Relationship Education (SRE) programme. Pupils will be made aware about:

- the importance of respect and responsibilities
- unhealthy relationships, sexual exploitation and grooming
- dangerous and exploitative situations
- gender stereotypes and gender roles

- risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure

### **Indications of abuse in children and young people who have disabilities/medical needs**

Whilst any of the above indicators may identify that abuse is occurring or has occurred, some of them may have other causes. This is particularly important when pupils have social and communication problems associated with autism or specific medical problems. Research also tells us that children with special needs are at an increased risk of abuse.

Some children and young people display specific indicators of abuse at all times and where these have been shown not to be as a result of abuse it is important to monitor any changes in a child's behaviour, physical condition, emotional state and sociability. Such changes may themselves indicate that abuse is taking place.

Staff should read individual pupil files to familiarise themselves with medical conditions that can present with the same symptoms as abuse.

Because such judgements often require sophisticated knowledge and understanding all staff must err on the side of caution. It is better to report cases where no abuse is occurring than to miss one case because a wrong assumption has been made. If there is any worry or concern about a child it must be reported.

## Appendix 3 – Specific Safeguarding Issues

### Physical Intervention

Our policy on physical intervention by staff is set out separately in our Behaviour Policy and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. In summary:

- Such events should be recorded and signed by a witness (whenever possible).
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.
- Only trained staff trained in Team Teach can use physical intervention.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### Bullying, including e-safety

Our policy on bullying is set out in a separate document (Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

The policy on e-safety is set out to acknowledge that children are vulnerable to abuse from many different sources and so need to be equipped with procedures for disclosure and support under child protection and safeguarding.

We will pay particular attention, in this digital age, to all internet, cyber and online safety. This includes gaming and chatrooms where children are particularly susceptible to others who set up false characters and persona. Software will be installed to monitor computer use and prevent access to unsuitable sites. Children will be taught the perils as well as the positives of the internet and parents / carers involved when we have concerns.

### Sexting

#### Youth produced sexual imagery ('sexting') YPSI

The school will act in accordance with advice endorsed by DfE '*Sexting in schools and colleges: responding to incidents and safeguarding young people*' (UK Council for Child Internet Safety 2016) - [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with DfE advice ***Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (DfE February 2014)***, page 11 'After the search'.

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will 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.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately.

The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental as in section 11 above or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

If there are any offences that warrant a Police investigation child protection procedures need to be invoked parents/carers require support in order to safeguard their children a multi-agency sexual exploitation (MASE) meeting is require any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images

are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

**Viewing the imagery** - adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the pupil's first name with an image;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

### **Missing From Education**

A child going missing from education is a potential indicator of abuse or neglect. We have a procedure for dealing with children that go missing from education, particularly on repeat occasions or for periods of 10 days or more, whereby the Principal alerts the LA social care team to report concerns. This helps to identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

### **Stranger Awareness**

At Discovery Academy we educate children in life skills and regularly take them off site. We are aware of their trusting nature and need to keep them safe whilst developing their independence. We will educate them in the physical threat as well as the online threat of people who offer trust and gifts quickly. We are particularly aware that pets /animals are a draw for many of our children and will focus on "strangers with dogs" as a potential risk, whilst acknowledging that walking your dog and being friendly is not a crime.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).



## Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and as such is dealt with under the school's Safeguarding policy. The school uses the World Health Organisation definition:

*“Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is mostly carried out by traditional circumcisers, who often play other central roles in communities, such as attending childbirths. However, more than 18% of all FGM is performed by health care providers, and the trend towards medicalization is increasing.*

*FGM is recognised internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death”.*

## Breast ironing

Breast Ironing, also known as “Breast Flattening”, is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The practice is carried out under the misguided intention to “protect” women and girls from men's sexual harassment. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Staff at the Discovery Academy will receive training to help them identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse therefore professionals must follow their Local Safeguarding Children's Board Procedures.

At Discovery Academy the designated senior staff for child protection are aware of the issue and have ensured that staff in the school are aware of the potential risks.

## Violent Extremism

We see preventing radicalization as part of a wider safeguarding strategy. We understand that it is possible to intervene to prevent vulnerable people being radicalised.

The school will work to the following 5 objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen to and support mainstream voices.
2. To break down segregation amongst different communities including by supporting inter-faith and inter-cultural dialogue and understanding and to engage all learners in playing a full and active role in wider engagement in society.
3. To ensure pupil safety by having a school that is free from bullying, harassment and intimidation.
4. To provide support for pupils who may be at risk and appropriate sources of advice and guidance.
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

All staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

## Forced Marriage

There is clear distinction between forced marriage and arranged marriage.

In arranged marriage the choice, whether or not to accept the arrangement remains with the

prospective spouses.

In forced marriage one or both spouses do not consent to the marriage and duress is involved.

Duress can include physical, psychological, financial, sexual and emotional pressure. It is important that staff are made aware of these issues and are clear on what they are to do should a case arise.

The school will follow the multiagency statutory guidance for dealing with forced marriage which can be downloaded from

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

### **Honour Crime**

We will be vigilant where we believe a pupil is at risk from family and / or relatives, particularly where the young person is exploring views and attitudes that may differ from their cultural heritage.

### **Trafficking**

Staff will be trained to watch out for Trafficking. Trafficking in Persons is the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs

### **Fabricated or Induced Illness**

Staff are aware of the need to be vigilant. Fabricated or induced illness (FII) is a rare form (NHS website) of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. If you suspect that a parent / carer may be fabricating or inducing illness in their child, you shouldn't confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse.

## Appendix 4 – Dealing with Disclosures

### Responding to disclosures/allegations of Abuse (the 6 R's – what to do if)

If a child says or in some way indicates that abuse has taken place:

#### 1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible after

#### 2. Reassure

- Reassure the pupil that they have done the right thing in talking to you
- Do not promise confidentiality**; you have a duty to refer, make it clear who you need to tell.
- Do not** make promises you cannot keep e.g. “It will be alright now”
- Reassure and alleviate guilt, if the pupil refers to it e.g. “you’re not to blame” despite what they may have been told.
- Avoid condemning the alleged abuser.
- Tell the child that there are people who will help, and will keep them safe.
- Reassure the child that information will only be shared with those who need to know

#### 3. React

- Allow a child who is freely recalling significant events to continue but do not press for detail beyond what is minimally necessary to be clear that some form of abuse is being described.
- Do not** ask leading questions; “Did he/she...?” Such questions can invalidate evidence.
- Do not** make suggestions about what has taken place or how it came about, or question the child except to clarify what he/she is saying.
- Do** ask open “TED” questions; Tell explain describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all to you or another member of staff before referring
- Explain what you have to do next and who you have to talk to
- Do not** make assumptions of the child’s feelings

#### 4. Record

- Write down exactly what has been communicated immediately afterwards, describing specifically what was communicated and how and what you said in response
- Do not destroy your original note
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

#### 5. Remember

- Contact the DSL
- Do not** assume the parents/carers are not involved with or a party to the abuse.
- Always remember-responsibility for making enquiries & investigating allegations rest with children’s social care & police child protection team (CPT) along with other relevant agencies, not us.

#### 6. Relax

- Get some support for yourself

**It is important in your report that you include the child's physical/emotional state and ensure the report is signed, dated and timed.**

You must inform the DSL immediately.

You must not discuss any of the information with anybody; all information received from the child should remain confidential at all times.

For any more information on what to detail in your report or on the procedures following your report please read the **Warwickshire Safeguarding Children Procedures**; these are all available on the WSCB website.

<https://www.warwickshire.gov.uk/wscbresources>

**Appendix 5  
Safeguarding and Child Protection Contacts and Advice DISCOVERY  
ACADEMY**

CONTACT		OPENING TIMES	CONTACT NO
Warwickshire Police – Child Protection Referrals Desk	Police Headquarters Leek Wooton CV357QB	8.00-8.00 Mon-Fri 10.00-4.00 Sat	01926 415834
Bedworth Children's Team	Beada House Newton Road Bedworth CV12 8QB	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 413194
Emergency Duty Team (EDT)	The Cottage Arden Hill 57 South Street Atherstone CV9 1DZ	<b>The Emergency Duty Officer's work Out of Hours and cover all Bank Holidays and weekends</b>	01926 886922
North Warwickshire Children's Team	Arden Hill 55 South Street Atherstone CV9 1DZ	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 413492
Nuneaton Children's Team	Warwick House Wheat Street Nuneaton CV11 4AJ	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 413001
Rugby Short Term Team	Oakfield Park 32 Bilton Road Rugby CV22 7AL	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01788 570011
Southam Children's Team	The Grange Coventry Road Southam CV47 1QB	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 813110
Stratford Children's Team	8 Rother Street Stratford CV37 6LU	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 413629
Warwick District Assessment Team	56-58 Holly Walk Leamington Spa CV32 4JE	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 334111
Kenilworth & Warwick Long Term Team	16 Old Square Warwick CV34 4RA	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri.	01926 412294

Rugby Long Term Team	Fawsley House Hillmorton Road Rugby CV22 5BX	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 413331
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### Other Sources of Advice

Adrian Over – Education Safeguarding Children Manager	Saltisford Office Park Ansell Way Warwick Warwickshire CV34 4UL	9.00 – 5.30 Mon-Thurs 9.00 – 5.00 Fri	01926 742525 Mob 07966 2244286 or 07771 552315
Cornelia Heaney – Safeguarding Board Development Manager			01926 742510
Jenny Butlin-Moran Acting Assistant Head of Service			01926 742507
Children Missing in Education Service (CME):			01926 742 036