



**ACADEMY POLICY FOR CHILD
PROTECTION TO SAFEGUARD
AND PROMOTE THE
WELFARE OF CHILDREN**

Publication date: September 2021
Review date: September 2022

How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help? Little children, let us love, not in word or speech, but in truth and action.

1 John 3:17-18

The Southwell and Nottingham Diocese Multi Academy Trust core values state that the trust encourages a holistic approach to the development of pupils, believing that each person is an individual made in the image of God and should, therefore, be supported to reach their full potential by receiving the very best education possible. In order to do this the trust is committed to ensuring each academy is a place of safety for pupils as well as a place of refuge and support in times of need.

The Trust recognises that all people working in their academies contribute to the safeguarding and promoting of children's welfare, The Trust and each academy also recognise that they have statutory duties to safeguard children and protect children from harm. Safer working practices and child protection underpin everything that takes place in the academies; safeguarding is woven through every aspect of academy life.

This policy sets out how academies fulfil their statutory responsibilities holding safeguarding and child protection as key to ensuring all members of the academy community are cared for, respected, listened to and protected.

The West Grantham Church of England Secondary Academy

The West Grantham Church of England Secondary Academy is a mixed 11 - 16 academy at the heart of Grantham's community. We set high expectations and aspirational targets for all of our students ensuring their progress through our broad curriculum and Christian values. Our vision underpins everything we do and to support us in achieving this vision we live by our values which are ambition, belief, courage, integrity and love.

This Child Protection Policy will be ratified by the Board of Trustees and reviewed by the Local Governing Body.

Date of ratification: 2021

Date of last review: January 2021

Date of next review: 2022

Key Contacts

Role	Name	Contact Details
SNMAT Chief Executive Officer	Chris Moodie	Chris.moodie@snmat.org.uk 07841 025000
SNMAT Director	Hilary Craik	hilary.craik@gmail.com
SNMAT safeguarding officer	Samantha Dennis	samantha.dennis@southwell.anglican.org 01636 817247 / 07809 306640
Designated Governor for Child Protection		
Designated Senior Person for Child Protection	Wayne Martini	wmartini@wgacademy.org.uk 01476 405200
Deputy Designated Person for Child Protection	Jo Glover	jglover@wgacademy.org.uk 01476 405200
Chair of Governors	Martin O'Connell	moconnell@magnusacademy.org.uk
LA Child Protection Contact/LADO	Lincolnshire County Council	01522 782111 (8.00am to 6.00pm Monday to Friday) 01522 782333 (out of office hours and weekends)
Lincolnshire Children's Services		

The West Grantham Church of England Secondary Academy Commitment

This policy applies to all staff, governors and volunteers working in the academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Lincolnshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of their responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this academy safeguarding and child protection policy.

These duties and responsibilities as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018 (amended 12/2020) which are incorporated into this policy.

This policy should be read in conjunction with:

“Working Together to Safeguard Children” (July 2018, amended 12/2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: [Working Together to Safeguard Children](#)

“Keeping Children Safe in Education” (September 2021), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: [KCSIE 2021](#)

“What to Do if you are Worried a child is being Abused: Advice for Practitioners”. March 2015. The guidance is available via the following link: [What to do if you are worried a child is being abused](#)

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. July 2018. The guidance is available via the following link: [Information sharing advice](#)

“The Prevent Duty Departmental, advice for Schools and Child Care Providers” August 2015. The guidance is available via the following link: [The Prevent Duty](#)

Children Missing from Care Homes and Education, Lincolnshire Safeguarding Children Partnership Joint Protocol for Missing Children and Young People:
https://lincolnshirescb.proceduresonline.com/chapters/pr_joint_miss.html

Nottingham City Council Education Welfare Service Enforcement Policy
<https://www.nottinghamcity.gov.uk/media/970362/ews-enforcement-policy-7817.pdf>

departmental advice Sexual Violence and Harassment Between Children in Schools and Colleges [September 2021](#)

<http://www.wgacademy.org.uk/wp-content/uploads/sites/3/2019/11/Behaviour-Policy.pdf>

SAFEGUARDING

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm. This is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and Child Protection is defined as:

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

(KCSiE, September 2021, para 4)

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety, including both their physical and mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety and associated issues, including safe online practices
- Appropriate arrangements to ensure academy security, taking into account the local context
- Recruitment Procedures
- Private fostering

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying
- Online safety
- Peer on Peer abuse; including sexual violence and harassment
- Children missing education
- Racist, disability, homophobic or transphobic abuse
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and trafficking
- Child Criminal Exploitation
- Serious violence
- Accessing pornography
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence, gender-based violence/violence against women and girls

- Particular issues affecting children including domestic violence, sexual exploitations, female genital mutilations and forced marriage, fabricated or induced illness
- Faith abuse
- Teenage relationship abuse

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within our Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. Children will be taught about safeguarding issues in a way that is age appropriate.

Our academy therefore, led by senior leaders, governors and the multi academy trust, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. Our academy will do this by promoting a culture of safeguarding that is understood by every member of the academy community. We will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff or others need to raise concerns, these should be made to the Designated Safeguarding Lead who will coordinate a response. Concerns can be raised directly with Children's Social Care, but we would advocate contact with the Designated Person first. The Designated Safeguarding Lead, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

If the DSL is not available a referral can be made to the Lincolnshire County safeguarding team via:

- Telephone: 01522 782111, Monday to Friday, 8.00am to 6.00pm
- Telephone: 01522 782333 (outside office hours)
- LADO referral: <https://www.lincolnshire.gov.uk/xfp/form/346>

All staff should know all avenues available to them to raise a concern.

[Lincolnshire Safeguarding Children Partnership](#)

The Lincolnshire Safeguarding Children Partnership is a statutory multi-agency partnership board and provides the safeguarding arrangements required under the Children and Social Work Act 2017 and the statutory guidance 'Working Together to Safeguard Children 2018'. The purpose of safeguarding arrangements is to support and enable local organisations and agencies to work together to safeguard and promote the welfare of children. In March 2018, partners across Lincolnshire Safeguarding Children Partnership agreed to the following shared vision: 'Children and young people in Lincolnshire are effectively safeguarded, properly supported and their lives improved by all agencies working together'

The principles of the Lincolnshire Safeguarding Children Partnership are:

- Safeguarding is everybody's responsibility.
- To focus our work on safeguarding the needs of vulnerable children and young people and improving their outcomes.

- To promote the idea; that children and young people's behaviours, levels of vulnerability and levels of resilience, are all informed by their surroundings and the contexts in which they spend their time.
- To have a culture of continuous review and learning with evidence based practice.
- To be open to constructive professional challenge.

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The Policy

There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Ensure all adults know what to do and say if a child discloses abuse.
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure the wider environmental factors on a child's life are considered when these may be a threat to their safety and/or welfare (Contextual Safeguarding)
- Be aware of vulnerable and potentially vulnerable pupils so that, in the event of prolonged closure, we can ensure there are mechanisms in place to support these pupils and check on their welfare
- Include opportunities in the PSHE curriculum, and as part of the wider broad and balanced curriculum, for children to develop the skills they need to recognise and stay safe from abuse by:
 - availability of local and online advice
 - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation and know how to get help when they need it.
 - developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse
 - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the academy.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.

- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers and supply teachers (KCSiE 2021, Part Four p81) and work in accordance with the NSCP Local Inter-agency Procedures
- Address drugs and substance misuse issues
- Provide first aid and meet the health needs of children with medical conditions
- Ensure academy site security
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Set clear guidelines for everyone regarding having a duty to safeguard children inside/outside the academy environment including school trips, extended schools, activities and vocational placements.
- Review practice and procedures on the light of new guidance, serious case reviews and academy context, to ensure the best possible safeguarding and child protection practice is always being delivered.
- Ensure all staff and governors have read and understood Part 1 of KCSiE 2021 and that governing bodies are aware of their responsibilities as set out in part 2.

We take account of guidance issued by the DfE in KCSiE 2021 to:

- Ensure we have a designated person for child protection who is a member of the Senior Leadership Team and a Deputy Safeguarding Leading, who have both received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection and safeguarding
- Ensure we have a designated teacher for looked after children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead, and their deputy, responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it
- Ensure that there is a Whistleblowing Policy and a culture where staff can raise concerns about unsafe practice and these concerns are taken seriously
- Ensure that there is a complaints system in place for children and families
- Ensure that parents understand the responsibility placed on the academy and staff for child protection and safeguarding by setting out its obligations in the academy prospectus and on the academy's website
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences
- Maintain records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations
OR Ensure access to electronic records are secure and only accessible by authorised staff

- Main pupil files indicate there are confidential records for relevant pupils
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at the academy their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and/or disabilities.

We understand that when a child has a social worker, it is an indicator that the child is at more risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

The academy will endeavour to support the pupil through:

- The content of the curriculum.
- An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The academy behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Proactive intervention/support from mentors/counsellors and pastoral managers.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Pathway to Provision Version 9.1](#)), behaviour and attendance service and education psychology service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and/or disabilities is recognised.
- Being aware of pupils at risk of homelessness, and the guidance on [Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation - GOV.UK \(www.gov.uk\)](#)

Online Safety

At The West Grantham Church of England Secondary Academy, pupils are taught about safeguarding themselves, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Pupils are taught to recognise when they are at risk and how to get help when they need it.

At West Grantham Church of England Secondary Academy, we recognise children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- These children may be more prone to peer group isolation or bullying (including prejudice based bullying) than other children
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Difficulties may arise in overcoming communication barriers

We identify pupils who might need more support to be kept safe or to keep themselves safe by:
Referrals made from staff members to the SEND team

Safe Staff and Supporting Staff

- Safer recruitment processes will be followed in accordance with KCSiE 2021 (Part Three Safer Recruitment, p47).
- Checks and references are an essential part of this process.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Trust's Code of Conduct and the Guidance for safer working practice for those working with children and young people in education settings May 2019 [Safer Working practice](#) This should assist in limiting complaints against staff of abuse of trust and/or allegations.
- The relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the academy, where this is the case, the member of staff must speak to the academy ([Disqualification by Association under the Child care Act 2006 - as amended 2018](#)).
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead if the headteacher is not present), should be notified immediately. If it relates to the headteacher, the chair of governors and the CEO of the MAT should be informed without delay. The Academy will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and the Multi Academy Trust.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the academy and SNMAT Human Resources Team. (Jo Smith, SNMAT HR / Browne Jacobson). Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO)/LADO and where appropriate to the leadership team.

Links to other Policies

This policy should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in the academy.

The West Grantham Church of England Secondary Academy Policies

- *Anti-Bullying*
- *Attendance Policy*
- *Behaviour Policy (Sexual Violence and Harassment Policy)*
- *Equality and Diversity*
- *Central Record of Recruitment and Vetting Checks*
- *Complaints Procedure Statement*
- *E Safety/online safety Policy*
- *Freedom of Information.*
- *Home-school Agreement Document*
- *Register of Pupil Attendance*
- *Academy Behaviour*
- *Special Educational Needs*
- *Staff Behaviour (Code of Conduct)*
- *Staff Discipline, Conduct and Grievance*
- *Relationship and Sex Education and Health Education Policy*

Other Agency Policies

- [Pathway to Provision](#) (NCC)
- Escalation policy (NCC)
- Guidance where children are at risk from missing education
- Inter-agency Safeguarding Children Procedures of the Lincolnshire Safeguarding Children Partnership

Whistle Blowing Policy

Where there are concerns about the way that safeguarding is carried out in the academy, staff should refer to the Whistle Blowing Policy. A Whistleblowing disclosure must be about something that effects the general public, such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

If a concern cannot be raised in the academy, staff can contact:

Chris Moodie
CEO

Samantha Dennis
Safeguarding Officer

Chris.moodie@snmat.org.uk

07841 025000

Samantha.dennis@southwell.anglican.org

07809 306640

The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college via <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk

Staff will be made aware of all available routes to raise a concern.

Included within the policy are a number of appendices:

- Appendix 1 Roles and Responsibilities
- Appendix 2 Identifying Concerns
- Appendix 3 Confidentiality
- Appendix 4 Records and Monitoring
- Appendix 5 Template: Front Sheet
- Appendix 6 Template: Chronology
- Appendix 7 Template: Detailed Concerns
- Appendix 8 Template: Concerns Shared by Others
- Appendix 9 Body Map Guidance for Schools and Body Map Template
- Appendix 10 Template: Safeguarding Children Data Base
- Appendix 11 Template: Academy's Safeguarding Action Plan
- Appendix 12 Template: Auditing of Pupil Records
- Appendix 13 Induction checklist for safer recruitment
- Appendix 14 Governor Compliance Checklist
- Appendix 15 Peer on Peer Abuse including Sexual Violence and Harassment
- Appendix 16 The Prevent Duty
- Appendix 17 County Lines
- Appendix 18 Child Sexual Exploitation (CSE)
- Appendix 19 Female Genital Mutilation (FGM)
- Appendix 20 Child Criminal Exploitation (CCE)
- Appendix 21 Honour Based Abuse
- Appendix 22 Voyeurism (upskirting)
- Appendix 23 Human Trafficking
- Appendix 24 Harmful Sexual Behaviour
- Appendix 25 Low Level Concerns
- Appendix 26 Online Safety
- Appendix 27 Mental Health
- Appendix 28 Children Missing from Education
- Appendix 29 Transportation of Children to Academy Events by Parents
- Appendix 30 Photographing of Children
- Appendix 31 Homestay Arrangements
- Appendix 32 Private Fostering
- Appendix 33 Contextual Safeguarding
- Appendix 34 Domestic Abuse
- Appendix 35 Safeguarding Training Record
- Appendix 36 Staff Declaration

Appendix 1 Roles and Responsibilities

Everyone

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our academy who comes into contact with children and their families has a role to play in safeguarding children. All staff in our academy consider, at all times, what is in the best interests of children.

All staff within our academy are important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

All our staff are aware of the Early Help Process and understand their role in this, this includes being able to identify emerging problems in order to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

No one staff member can have a complete picture of a child's needs. In order to ensure the right help is received at the right time everyone who comes into contact with any one child has a role to play in identifying and sharing concerns.

All our staff are aware of systems within The West Grantham Church of England Secondary Academy and these are explained to them as part of staff induction, which include our child protection policy; the academy behaviour policy; the safeguarding response to children who go missing from education; the employee code of conduct; the whistle blowing policy; the role of the Designated Safeguarding Lead and Keeping Children Safe in Education Part One and Annex A. Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information [see Appendix 13]

All staff **must** read Keeping Children Safe in Education 2021 Part 1. Staff not working directly with children may read Annex A, a condensed version of part 1.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required. Each year, and on induction, all academy staff will complete the Hays Online safeguarding training.

All our staff are aware of the process for making referrals to children's social care (as set out in appendix 2 of this document and paragraphs 55-73 of KCSiE 2021) and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns, discloses abuse or is showing signs of neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and Children's Social Care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Teachers (including ECTs) and Headteachers – Professional Duty

The Teacher's Standards 2012 remind us that teachers, early career teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of their professional duties.

Designated Safeguarding Lead

We have a Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection, and who has received appropriate training and support for this role. This Designated Safeguarding Lead is a senior member of the academy leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the academy ethos and that specific duties are discharged. They will assist the Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences and supporting the child/children. Communication between the Designated Safeguarding Lead and the Deputy Safeguarding Lead will be frequent, confidential and ensure that both have a thorough understanding of the safeguarding and child protection issues in the academy.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the academy, which will be followed by all the members of the academy community in cases of suspected abuse.

Because of the size of our academy we have additional Designated Safeguarding Officers named within this policy. All have completed the required training and are overseen by the Senior Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/young people on roll

The Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways
- Refer cases where a person is dismissed due to risk/harm to a child

Work with others

- Liaise with the headteacher/principal (where the Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- Liaise with the SNMAT safeguarding officer regarding any issues, for support, for training needs and any allegations against staff members.

- Liaise with the case manager and the LADO where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 (amended 9/12) and the local Lincolnshire shire Safeguarding Children Partnership procedures and practice guidance.
- Liaise with the virtual school head with respect to their responsibility to promote the education of children who have a social worker.

Undertake training

Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

The training undertaken should enable the Designated Safeguarding Lead to:

- understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF and the Early Help Unit.
- Have a working knowledge of how the Lincolnshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.
- Keep clear records of all staff safeguarding training.
- Have detailed knowledge of areas of safeguarding that are of specific concern within their local community

Raise awareness

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and that the governing body is kept up to date and actively involved.

- Work strategically to ensure policies and procedures are up to date and drive and support development work within the academy.
- Ensure that the child protection policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Liaise with the NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

Child Protection Files

The Designated Safeguarding Lead is responsible for ensuring that where children leave the academy their child protection file is transferred to the new school or college as soon as possible. A signed receipt must be obtained. A copy of the file should be taken and stored in the academy until the child's 25th birthday (or longer as agreed with the SNMAT). Records kept in CPOMs are stored in cloud-based storage and will also be transferred electronically where a child's new school also utilises this system.

Availability

During term time the Designated Safeguarding Lead (or a deputy) are always available (during school hours) for staff in the academy to discuss any safeguarding concerns. Appropriate arrangements will also need to be arranged for any out of hours activities in line with guidance contained in DfE KCSiE, 2021 page 143.

If, for any reason, the Designated Safeguarding Lead and their Deputy are not available, staff should speak to the SNMAT Safeguarding Officer or a member of the SLT and/or take advice from local social care

Designated Safeguarding Leads should also:

- ensure that child protection information is transferred to the pupils' new schools
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and academy leadership staff

Headteacher

The headteacher of the academy will ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

- The headteacher will ensure all staff have access to and read and understand: the Academy Safeguarding and Child Protection Policy, the Staff Code of Conduct, DfE Keeping Children Safe in Education guidance 2021, part one (or annex A for those not working directly with children), the SNMAT Whistle Blowing Policy, as a minimum.
- The headteacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2021.
- Any concerns about the conduct of adults in the academy should be taken to the headteacher without delay (or if not possible, to the Designated Safeguarding Lead).

Governing Body

The governing body and trust directors will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the academy's ethos and reflected in the academy's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and to champion child protection issues within the academy.
- Ensuring that the academy has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, amended 12/2020) as well as with local NSCP guidance and monitor the academy's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies (in line the guidance, Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018). Ensuring cooperation with the local authority and other safeguarding partners. Working together to Safeguard Children (2018, amended 12/2020) states that, while it is good practice to inform parents/carers that you are sharing personal information, you do not need consent to share personal information provided that there is a lawful basis to process any personal information required. The Data Protection Act 2018 includes safeguarding of children and individuals at risk as a processing condition that allows practitioners to share information without consent.
- Appointing a Designated Safeguarding Lead from the leadership team to take lead responsibility for safeguarding and child protection and a Designated Teacher for Looked After Children, who is appropriately trained.
- Ensuring that all staff read at least part one of Keeping Children Safe in Education 2021 and Annex A and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in the document.
- Ensuring that the governing body is collectively responsible for the academy's safeguarding arrangements. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- The Chair of Governors and named child protection/safeguarding governors will access role specific training to enable them to discharge and comply with their child protection and safeguarding responsibilities.

- Ensuring there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Designated Safeguarding Lead should receive refresher training at two yearly intervals.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities.
- Ensuring that there are procedures in place to manage allegations against staff.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and to help prevent the risks of their going missing in future.
- Ensuring that appropriate filters and monitoring systems are in place to protect children online.
- Ensuring that children are taught about safeguarding online through a broad and balanced curriculum and focussed events.
- Ensuring that peer on peer abuse is included in safeguarding child protection policy, sexual violence and harassment and the academy's response is included, as are different gender issues that are prevalent in peer on peer abuse.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, members of the governing body, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Ensuring the academy is taking appropriate steps to educate pupils about how to stay safe online, that appropriate filtering and monitoring systems are in place.

Looked After Children – the role of Designated Teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School Head to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the virtual head. The Designated Safeguarding Lead will work closely with the Designated Teacher as we recognise that children may have been abused or neglected before becoming looked after and we need to ensure their ongoing safety as well as supporting their education and development by linking with the Designated Safeguarding Lead, their social worker and parents where appropriate.

Appendix 2 Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you are Worried a Child is Being Abused](#) March 2015

Some of the following signs might be indicators of abuse or neglect:

(the list should not be considered exhaustive and practitioners should remember children may respond in difference ways to abuse)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who do not want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from the academy when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

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.

Physical abuse may be recognised by children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

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.

Emotional Abuse may be recognised by developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse, so presence of emotional abuse may indicate other abuse is prevalent as well.

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 (see peer on peer abuse and sexual violence and harassment).

Sexual abuse may be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

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

Neglect may be recognised by being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; being frequently late or have poor or non-attendance at academy; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

More detail on specific types of abuse that fall within these categories can be found within the appendices of this document.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

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

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child they will need to decide what action to take. Where possible a discussion will take place with the Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately. In this case a referral will be made by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

Our staff recognise that children are vulnerable to abuse by their peers. Such abuse will be taken seriously by staff and will not be dismissed.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive or repetitive.
- Staff will not put words in the child's mouth but subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc. This will be recorded in the CPOMs system.
- The DSL will be immediately notified of the concern by an alert email generated by CPOMs at the time of submission by the staff member raising the concern.
- Any verbal conversations regarding child protection concerns should be promptly recorded using the above process.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with Children's Social Care without delay, either to the child's own social worker or to MASH. CSC will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only be contacted directly in an emergency. [NSPCC When to call the police](#)

Staff will never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved. The only people who should investigate child abuse are Social Care, Police or the NSPCC.

Appendix 3 Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to a pupil. Children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care. When a child is in immediate danger Children's Social Care and/or the police will be informed.

The headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. July 2018. The guidance is available via the following link: [Information sharing advice](#)

See also the NSCP guidance.

Appendix 4 Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or the academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map (appendix 9) should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

All concerns will be logged onto CPOMS which will alert the Designated Safeguarding Lead. If no acknowledgment is received staff should follow this up as soon as possible. The academy has adapted the open field for reporting a concern on the system to ensure staff record all appropriate information.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file or an electronic file exists (or a similar and consistent coding).

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates, or the whole or wider picture becomes known.

Our academy, The West Grantham Church of England Secondary Academy uses CPOMS

It is also true that without information being recorded it can be lost; this could be crucial information, the importance of which is not necessarily apparent at the time. On occasions, this information could be crucial to safeguard a child or be evidence in future criminal prosecutions.

The Concern File

There is a requirement that concerns are recorded in the following way, this function is automatically initiated when a concern is logged on CPOMS.

The establishment of a 'concern' file, which is separate from the child's main academy file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ; i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement will, therefore, be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in the academy.

A 'concern' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main academy file.
- Any child open to social care.

It is suggested that within a child's 'concern' file there is:

- A front sheet.
- A chronology.
- A record of concerns in more detail and body maps, where appropriate.
- A record of concerns and issues shared by others.

The academy will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be recorded on the CPOMS.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the academy, they should ensure their concern/child protection file is transferred to the new school, academy or college as soon as possible (this should be within five days). This

should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would be good practice, wherever possible, for the file to be hand-delivered to the receiving Designated Safeguarding Lead with a discussion taking place. If the receiving school uses CPOMS then this can be completed electronically. There should be a smooth and safe transition for the child. A copy of records should be kept by the academy until the child's 25th birthday, when they should be destroyed.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on a concerns form and on the chronology and kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern. ***NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.***

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way, a picture can emerge and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 9.1 document.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the academy in the early identification of any concerns which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

The Designated Safeguarding Lead will conduct regular sampling of concerns to ensure that reporting is consistent, detail, objective, fitting of external scrutiny and of the highest standard.

All SNMAT academies using CPOMS are expected to ensure recording includes everything detailed on the following recording templates.

Appendix 5 INFORMATION/FRONT SHEET

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in the academy relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child	Home work	Contact No	
Significant Others (relatives, carers, friends, child minders, etc)					
Name	Relationship to child		Address	Tel No	
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child i.e. EHAF/ CPP/LAC/CiN	Tel No	Date	

Appendix 6 Chronology

Sheet Number:

Cross reference this chronology to concern sheets, multi agency meetings and correspondence etc. to provide a complete overview of the concerns file.

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

Appendix 7 Logging a concern about a child's safety and welfare Part 1 (for use by any staff)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time (of writing):
<p>Name:</p> <p>.....</p> <p>Print Title: Signature Job</p>	
<p>Note the reason(s) for recording the incident.</p>	
<p>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</p>	
<p>Professional opinion where relevant (how and why might this has happened)</p>	
<p>Note actions, including names of anyone to whom your information was passed.</p>	
<p>Any other relevant information (distinguish between fact and opinion).</p>	

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Person for Child Protection.

Appendix 7 Logging a concern about a child's safety and welfare Part 2 (for use by Designated Person)

<p>Time and date information received by DP, and from whom.</p>	
<p>Any advice sought by DP (date, time, name, role, organisation and advice given).</p>	
<p>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc) with reasons.</p> <p>Note time, date, names, who information shared with and when etc.</p>	
<p>Parent's informed Y/N and reasons.</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</p>	
<p>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</p>	
<p>Should a concern/confidential file be commenced if there is not already one? Why?</p>	
<p>Signed</p>	
<p>Printed Name</p>	

Appendix 8 Logging concerns shared by others external to the academy (Pass to DSL)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time of receipt of information: Via letter / telephone etc?
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/email)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the academy:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Person	
Name:	
Date and time:	

Appendix 9 Body Map Guidance for Academies

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or the academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

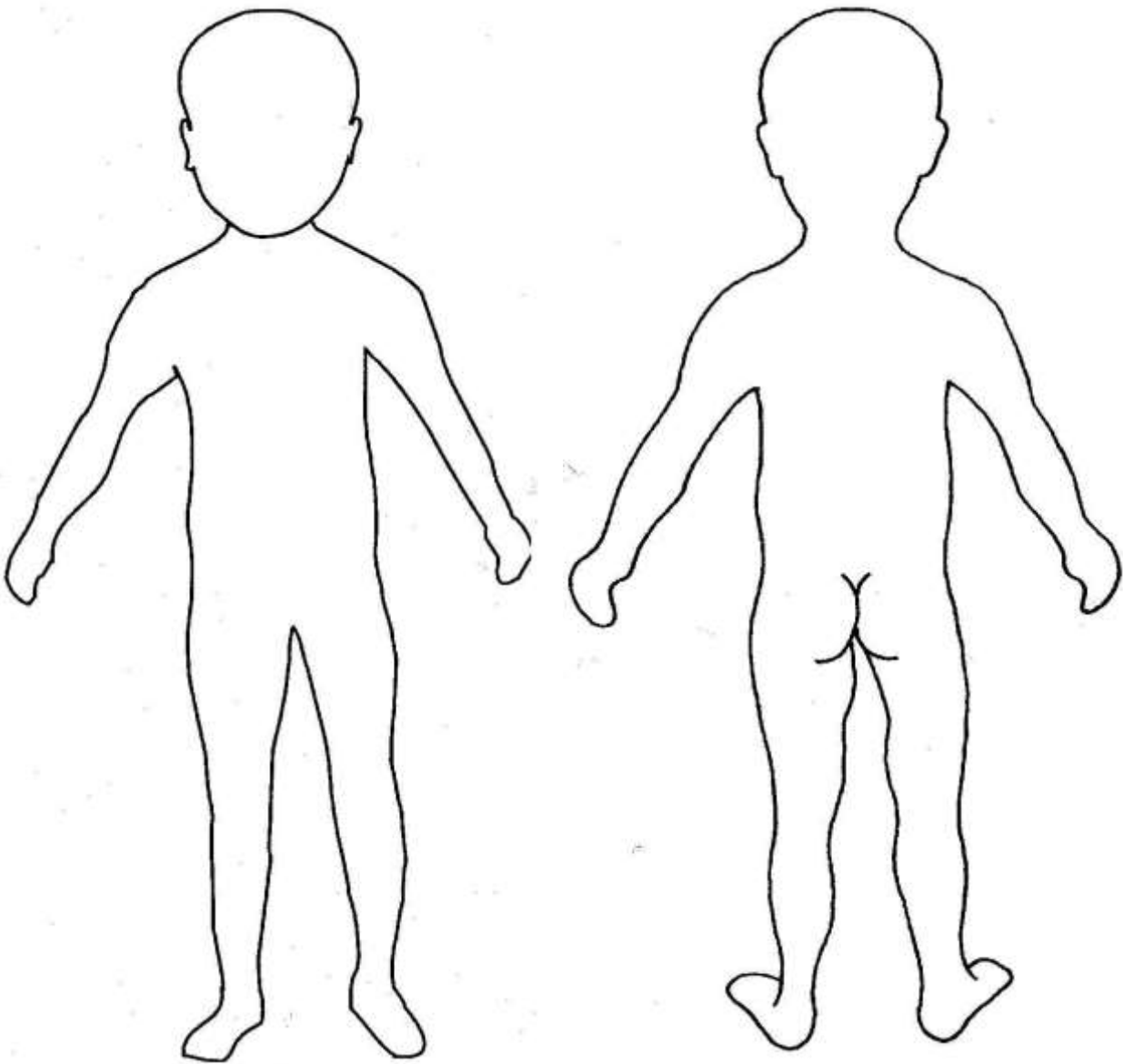
(This must be completed at time of observation)

Names for Child:

Date of Birth:

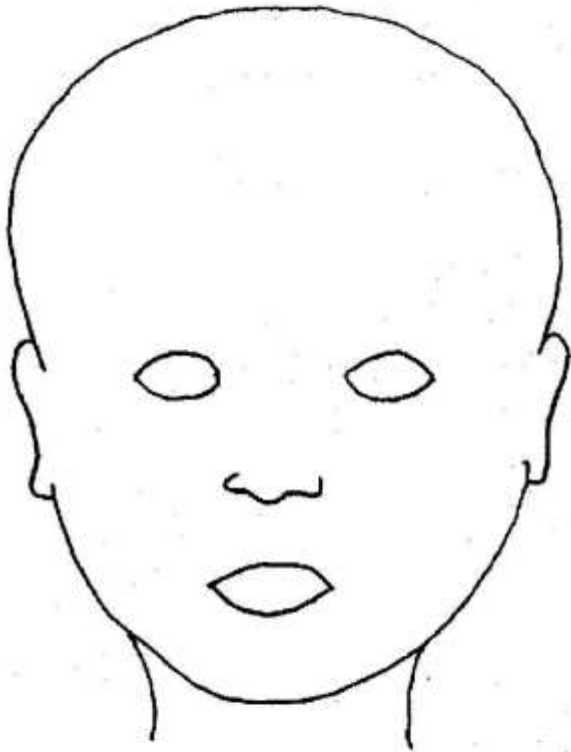
Name of workerAgency: _____

Date & Time of Observation

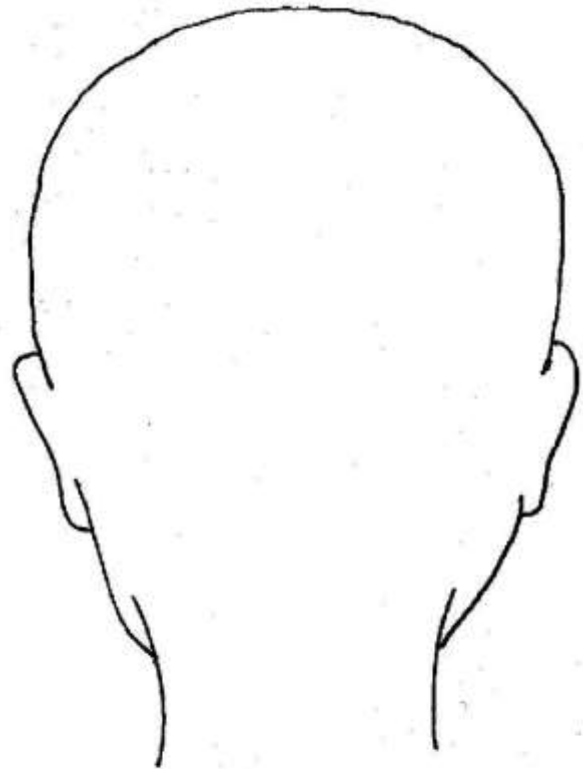


Name of
Child: _____

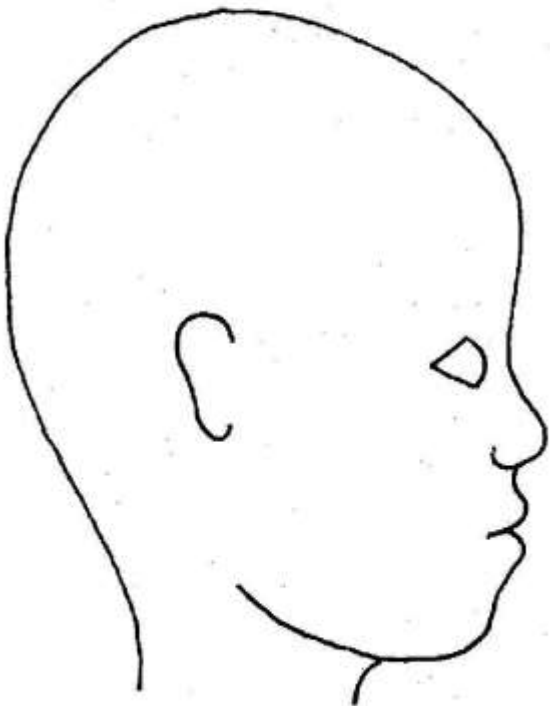
Date of
observation: _____



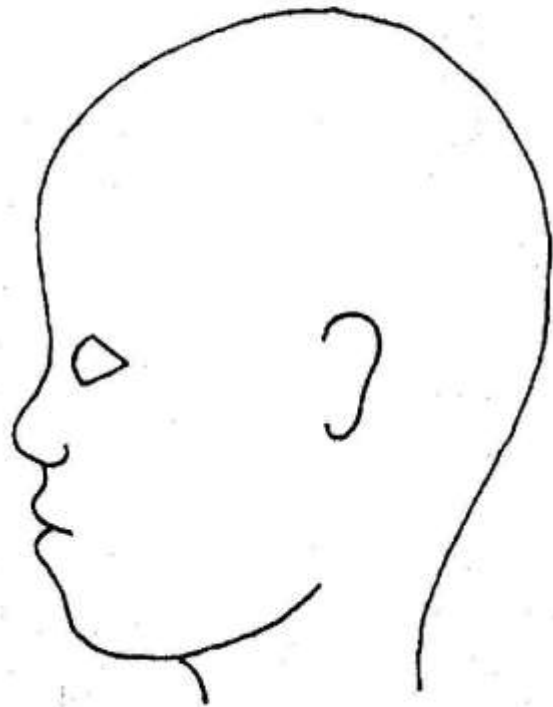
FRONT



BACK



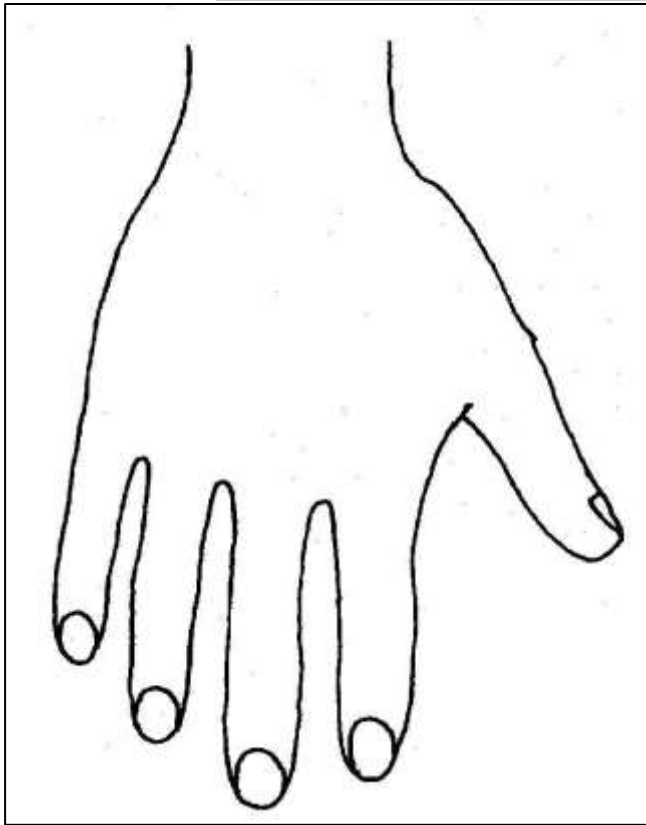
RIGHT



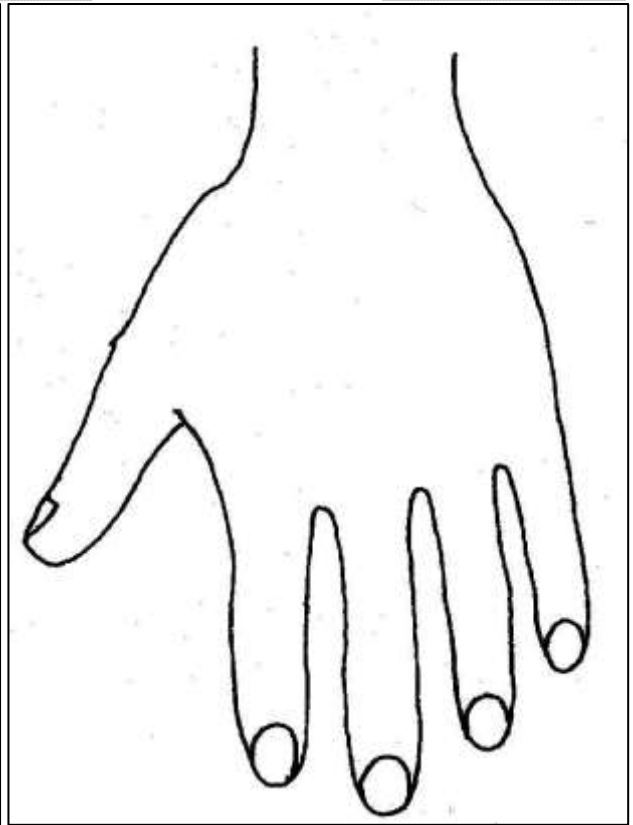
LEFT

Name of Child:

Date of observation:



R



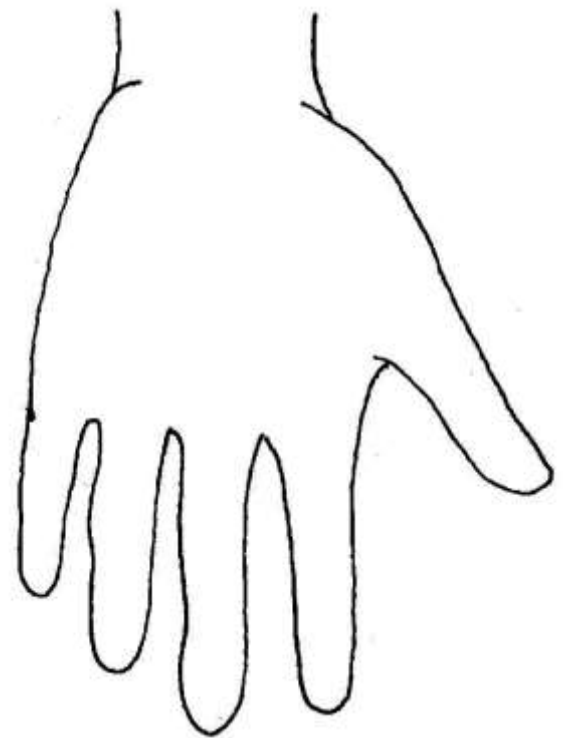
L

BACK



R

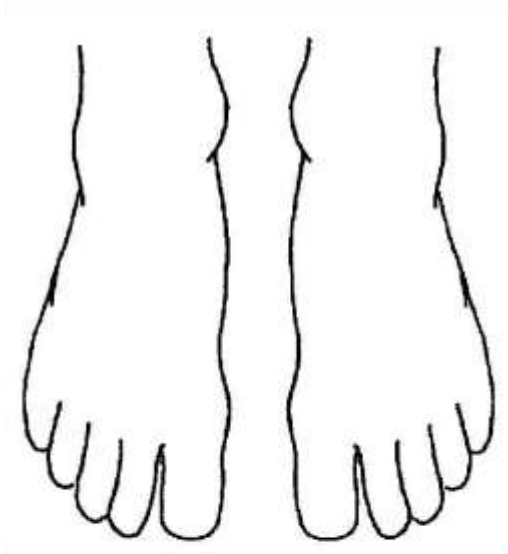
PALM



L

Name of Child: _____

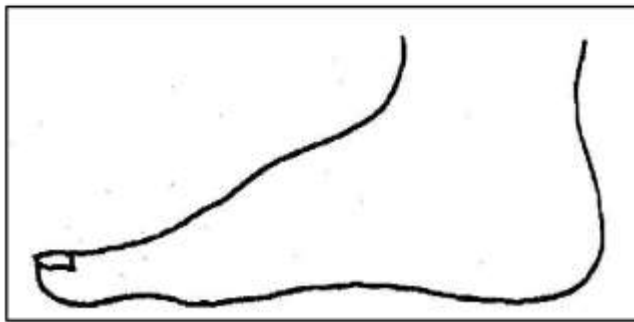
Date of observation: _____



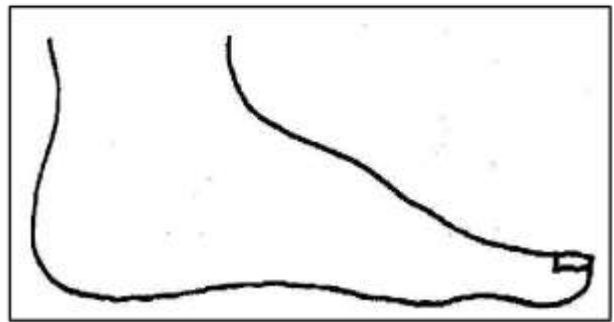
R TOP L



R BOTTOM L



R



L

INNER



R L



OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Safeguarding Children Data Base (example template)

Name of Child	DOB Form	Home Address	Parents/carer contact details	Name of Social Worker and contact details	Other Agencies	Type of Plan CP CIN EHAF SEN	Dates of Conferences, Reviews and Meetings
Michael Smith	17-4-1999 7EJ	8 Fair Trade Trumpton	Sue, Dave Green Tel: Mobile	Andrew Jones Sir John R Way Tel: 0115 843564	Lucy Grey EP Tel: 01623 433433	Child Protection	ISPC 28-6-2010 RCPC 15-12-2010 Core Group Mtgs 14-7-2010 2.30pm at school 9-9-2010 15-1—2-1-
Amy Plant	14-10-1999 8PT	9 Lovely Day Rd Camberwick Green Tel:	Mrs Shirley Plant Mr Peter plant Tel: P Plant Mob:		Jane Forbes EWO Tel: 01623 4334332 Julie Walters S Nurse Tel: 0115 954335	Child Protection Child in Need	ICPC 12-11-2009 RCPC 23-2-2010 CiN 12-5-2010 21-7-2010
Neil Brooks	23-7-1995 10KL	22 Sandy Shore Pebble Beach Tel: Respite Care 75 Green Lane Edwinstowe Notts	Mr Bob Brooks Mrs Jill Books Bob Mob: Jill Mob: Robin, Daisy Hood	Andrew Cool Meadow House Mansfield Tel: 01623 433498 T Manager: Steve Parks	Julie Brown EP Tel: Hayley Barr ISS Tel: Joe Brown Health Tel: Gay Taylor Physio Tel:	Child in Need Statement of SEN	CiN 22-7-2010 SEN Review 1992010

Appendix 12 Auditing of Pupil Records

The Named Governor for child protection and safeguarding, on behalf of the governing body, must be able to confirm that the academy's record keeping in relation to children of concern is appropriate, by conducting an audit of a sample of pupil files every year.

Auditing your academy's record keeping.

Good record keeping is not bureaucracy it is safeguarding.

Background: Recent serious case reviews and domestic homicide reviews in Lincolnshire have repeatedly identified poor record keeping by schools as a problem. Governors need to be confident that the academy keeps careful records in relation to children of concern. One way to do this is for the academy to conduct an audit of a sample of pupil files each year. The audit could be undertaken by the Headteacher, Deputy Headteacher, Designated Safeguarding or their deputy, lead governor for safeguarding or any combination of these people.

Purpose: The aim of such an audit is to learn how effective academy record keeping is in relation to children of concern – potentially the most vulnerable pupils in the academy. Lessons from the audit can then be fed back to all staff to improve future practice.

Sample: Clearly the more files that you examine, the fuller the picture you will have of processes in your academy. However, this needs to be balanced against the time demands of an audit. In smaller primary academies looking at one file from each year group might give sufficient information, while in larger primary academies two from each year group might seem more appropriate. In a secondary academy, the audit may need to look at as many as three or four files from each year group. It is also reasonable to take a proportionate approach; if audits regularly show widespread good practice then fewer files may need to be examined in future. If, however, the audit reveals poor practice this will indicate the need not only for training and guidance but also more careful monitoring of this issue.

Confidentiality: Material in pupil files is often of a very sensitive nature and the highest standards of confidentiality are required by anyone reading these files.

Checklist: To guide an audit of 'concern files' this checklist will help to identify key issues.

At The West Grantham Church of England Secondary Academy we use CPOMs to maintain records of children causing concern. CPOMs allows the following information to be stored and the Named Safeguarding Governor has checked the records to ensure all the required information is appropriately stored.

	Yes/No	Follow up action/further information
Does the child's main pupil record have a clear marker on it to indicate that a concern file is also held? (We recommend that a clear red C be written on the top right hand corner of the main file. This alerts any member of staff to the existence of a separate concern file.)		
Was all confidential information transferred from the main pupil file to the concern file when it was opened? (Check there are no confidential documents still sitting in the main file.)		
Does the concern file have an up-to-date and accurate 'Front Sheet' giving basic factual information about the child and family?		
Does the file have a brief running chronology of events/concerns? This chronology would normally be begun in the child's main pupil file and then transferred when the threshold for concern is reached and a 'concern file' is opened.		
Is every entry in the file timed, dated and have the name and signature of the person who wrote the entry?		
Have staff made use of the 'logging a concern' template to record issues?		
Where applicable, have any original contemporaneous notes been kept, in addition to later more formal records? (These maybe scanned into CPOMS)		
Is the person conducting the audit able to gain a good understanding of the case from the written records? This is because the records are detailed, and factual and actions/next steps identified and followed up.		

<p>Have telephone calls and discussions with other agencies (police, health, social care) been recorded and is it clear from these notes what action is to be taken and by whom?</p>		
<p>Is there evidence that the academy's Designated Safeguarding Lead has reviewed the file and discussed the child with relevant staff?</p>		
<p>Is there evidence that academy staff have weighed up the information they have about a child of concern, discussed it appropriately with others and then taken appropriate action such as sharing information with another agency, completing an EHAF or referral to another agency? Have these actions been followed through?</p>		
<p>If meetings relating to the child and their family have been called did the academy:</p> <ul style="list-style-type: none"> a) send a report if requested? b) send a representative? c) receive minutes of the meeting? d) complete any actions they were assigned by the meeting? e) ensure that other key people in the academy were aware of any important issues? 		
<p>If injuries to the child have been noted by the academy, did staff use the body map recording form and were the records clear?</p>		

<p>Moving between schools can be a time of risk as children may be leaving a school where they and their family are known well, to attend one where they may not be known. It would be wise to include in the audit a consideration of a child who has 'moved in' recently and one who has 'moved out'.</p> <p>a) If the pupil concerned has transferred in from another school is there evidence that the Designated Safeguarding Lead from this academy and previous school discussed the pupil at transfer and that a note was made of that discussion?</p> <p>b) For a pupil of concern who moved out recently did the Designated Safeguarding Lead make contact with the new Designated Safeguarding Lead at the new school? Is there a note to that effect? Was the pupil's concern file delivered to the new school? Is there evidence that the file was received?</p>		
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Learning from the audit

An audit such as this is not intended to be a 'box ticking exercise'. The purpose is to understand how well staff fulfil their duties in relation to safeguarding in terms of how well records are maintained. Following the audit there should be a discussion about any strengths and weaknesses identified. The intention is not to criticise any individual member of staff but to see what lessons the academy community, as a whole, needs to learn. The lessons from the audit can be fed back to all staff using the academy's normal staff training or briefing routes.

Appendix 13 Induction Checklist for Safer Recruitment

Induction of Staff - Checklist for Safeguarding

Name of Employee:

Name of Academy:

Post:

Start Date of Employment:/...../.....

Name of line manager responsible for induction:

Name of Head Teacher:

This safeguarding checklist should be used to supplement the general arrangements academies have in place for the induction of all academy employees, volunteers and all governors.

1. When advised of the interview the candidates are informed of what they are required to disclose in respect of DBS checks and where they can get advice
2. Employee informed that the senior designated safeguarding lead in the academy is
3. Employee informed of the procedure in the academy for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent. CPOMS login activated.

<p>4. Advised of and discussed the following academy policies or procedures covering the expectations of staff under each one.</p> <ul style="list-style-type: none"> • The safeguarding and child protection policy • The behaviour policy • Code of conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty • Whistleblowing and Confidential Reporting Policy • Anti-bullying • Anti-racism • Homophobic and Transphobic • Physical intervention • Academy IT Policy, Internet safety (including the Social Media and Internet Usage Policy) • Contact between staff and pupils outside the usual work context • Whole academy safeguarding policy and appendix templates • Allegations of abuse made against teachers and other staff • Visitors policy – the management of visitors on site, including VIPs • Any other relevant policy as determined by the headteacher, governing body, SNMAT or DfE.
<p>5. Advised of and discussed all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education, 2020 (senior designated lead officer will ensure <u>all staff read and have a copy of at least part one and Annex A</u> of the latest edition of Keeping Children Safe in Education. • Children Missing from Education • Working Together to Safeguard Children 2015 • Dealing with Allegations of Abuse made against Teachers and other Staff <p>Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to headteacher where circumstances change.</p>
<p>6. Advised and discussed the Lincolnshire Children Partnership Safeguarding Children's Procedures and how they can be accessed at https://lincolnshirescb.proceduresonline.com/chapters/contents.html</p>
<p>7. Advised of and discussed the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3rd bullet point)</p>
<p>8. Arranged safeguarding training as detailed in the latest edition of Keeping Children Safe in Education and the latest Lincolnshire Safeguarding Children Partnership's Training Programme found at https://www.lincolnshire.gov.uk/safeguarding/lscp/3?documentId=258&categoryId=20076</p> <p>a) To include whole academy safeguarding training for all academy staff and any governor responsible for leading on safeguarding</p> <p>b) Prevent Duty training for all academy staff</p>

- c) Specific training for Designated Safeguarding Lead
- d) Recruitment and Selection training for staff as required (At least one member of any interview panel should have received appropriate training on safer recruitment)
- e) SNMAT induction

Date Checklist fully completed

Headteacher /line manager's signature

Date.....

Employee's signature

..... Date

Appendix 14 Governor Compliance Checklist

Name of Academy _____

		Y	N
<p>CHECKLIST</p> <p>NB. KCSiE 2021 refers to the Department for Education Keeping Children Safe in Education 2021 Statutory Guidance Section 11 refers to the Children Act 2004</p> <p>NB: The row with E is an opportunity for supporting evidence to be provided.</p>			
1	<p>GOVERNOR SAFEGUARDING LEAD: A member of the Governing body has been nominated to take responsibility for ensuring the academy discharges its duties in relation to safeguarding appropriately</p>		
E	<p>Named governor: Date appointed: Safeguarding training completed:</p>		
2	<p>WHOLE SCHOOL CHILD PROTECTION POLICY: The academy has in place an effective individualised child protection policy that has been agreed by the board of directors and the governing body and is available to parents on request or published on the academy website. The policy reflects DfE KCSiE 2021 guidance and reflects NSCP local safeguarding arrangements. The policy is reviewed and updated at least annually</p>		
E	<p>Date with policy was signed off by governing body:</p>		
3	<p>SAFEGUARDING POLICIES: All academy staff (teaching and nonteaching and volunteers) are aware of systems which support safeguarding, and these should be explained as part of staff induction, before working with children. They are part of the academy's safer working practice.</p> <p>This includes: the child protection policy, the behaviour policy, the staff code of conduct, what to do when children go missing, the management of allegations and whistleblowing policy, the early help process (and understanding their role in it) and the role of the Designated Safeguarding Lead. Governing bodies should ensure that all staff in their academy read at least part one and Annex A of KCSiE 2021 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in KCSiE 2021. Copies of policies and KCSiE 2021 should be given to staff at induction.</p>		
E	<p><i>E.g., there is a register maintained of staff having received and read the policies. The Snr DSL has provided a quiz to confirm individual staff understanding of the schools 'safeguarding arrangements' following induction DSLs provide regular staff updates/bulletins or notices on staff notice boards. Staff meetings have a standard safeguarding item.</i></p>		

4	<p>CHILD PROTECTION PROCEDURES: CHILD PROTECTION PROCEDURES: The child protection policy details the setting's own individual safeguarding arrangements and clearly describes procedures which are required by KCSiE 2021 and refer to locally agreed inter-agency procedures put in place by the NSCP. The whole school child protection policy is specifically tailored to the school's child population. The policies and procedures should be followed by all staff where there are cases of suspected abuse and neglect.</p>		
E	<p><i>e.g. Policies to include dates of previous reviews and updates and should include the following:</i></p> <ul style="list-style-type: none"> <i>The Child Protection Policy</i> <i>The Behaviour Policy</i> <i>The Staff Code of Conduct</i> <i>The Attendance policy and safeguarding response to children who go missing from education</i> <i>The role of the designated safeguarding lead</i> <i>Anti-Bullying (including cyber-bullying) policy</i> <i>Physical intervention policy</i> <i>Online safety policy</i> <i>Information sharing</i> <i>Peer on peer abuse</i> <i>Safer recruitment</i> <i>Management of allegation and whistleblowing</i> <i>Sexual Violence and Sexual harassment</i> <i>Acceptable use – IT equipment, mobile phones, social media</i> 		
5	<p>DESIGNATED SAFEGUARDING LEAD:</p> <p>There is a Designated Safeguarding Lead (a senior member of staff from the academy leadership team) to take lead responsibility for safeguarding and child protection. This is explicit in the role-holders job description.</p> <p>There is at least one Deputy Designated Safeguarding Lead and they must be trained to the same standard as the Designated Safeguarding Lead. The Designated Safeguarding Leads liaise with the LA, SNMAT, and other agencies</p>		
E	<p>Name of Senior DSL and date appointed: Name of Deputy DSL and date appointed:</p>		
6	<p>COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD: During term time the designated safeguarding lead and or a deputy are always be available (during school hours) for staff in the academy to discuss any safeguarding concerns. There are adequate and appropriate cover arrangements in place for any out of hours/out of term activities</p>		
E			

7	DESIGNATED SAFEGUARDING LEAD TRAINING: The Designated Safeguarding Lead and deputies undergo formal training every two years. In addition to this formal training their knowledge and skills should be updated at least annually.		
E	Dates of designated safeguarding lead training: Designated Safeguard Lead Deputy Deputy		
8	CHILD PROTECTION TRAINING: All staff members have received appropriate child protection training (updated three yearly). All SNMAT staff and governors complete, annually, the Hays Online training. This should include the warning signs that a child may be at risk of CSE, forced marriage, honour-based violence, domestic abuse, FGM and radicalisation.		
E	Date of whole academy training: <i>e.g. a register is maintained of all safeguarding and child protection training</i>		
9	CONCERNS ABOUT PRACTICE/WHISTLE BLOWING: There is a culture that all staff should be able to raise concerns about poor or unsafe practice and that concerns will be taken seriously by the leadership team. Appropriate whistleblowing procedures are reflected in staff training and staff behaviour polices are in place for staff to raise concerns about safeguarding practices. There is opportunity provided to staff to contribute to safeguarding arrangements and child protection policy.		
E	<i>e.g. date when whistleblowing policy was signed off by the governing body</i>		
10	LOOKED AFTER CHILDREN: There is a designated teacher who has knowledge, skills and has received appropriate training to work effectively in this area. The designated teacher works with the virtual school head to discuss how best to use the pupil premium funding. All staff have the relevant information regarding a child with looked after status and know when to share concerns for individual children		
E	Name of designated lead for LAC: Date appointed: Date of appropriate training undertaken:		
11	CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: The child protection policy reflects the additional barriers for this vulnerable group		

E	<i>e.g. there is a dedicated section in the child protection policy which refers to this group of children</i>		
12	DISCRIMINATION: Service is provided in a way that does not discriminate based on race, religious belief, culture, sexual orientation, gender, age, disability or nationality.		
E	<i>e.g. policies are reviewed in light of the above</i>		
13	COMPLAINTS: That there is a system in place for children and families to make complaints.		
E	<i>e.g. complaints procedure is available on the academy's website</i>		
14	SAFER RECRUITMENT: A culture of safe recruitment is created as part of the adoption of safer recruitment procedures. There is a single central record (SCR) that must include information on identify check, barred list/enhanced DBS check, prohibition from teaching check, qualifications check, further checks if lived or worked outside the UK, section 128 check (for management positions of independent schools (including free schools and academies). Pre-appointment checks should also include disqualification under the Childcare Act 2006 check, mental and physical fitness and that a staff Code of Conduct is adopted. Written recruitment and selection policies and procedures are in place. Governors and the headteacher routinely check the SCR.		
E	<i>e.g. date when the single central record was last reviewed</i>		
15	SAFER RECRUITMENT TRAINING: Training has been completed as a minimum by, at least one member of any recruitment panel.		
E	Head Teacher: on-line/attended course (please indicate & date) Nominated Governor: on-line/attended course (please indicate & date)		
16	MANAGING ALLEGATIONS: Procedures are in place for dealing with allegations of abuse against members of staff and volunteers which complies with the DfE and NSCP procedures. This includes having a named strategic lead.		
E	Name of strategic lead for managing allegations:		
17	MANAGING ALLEGATIONS against the Head: A member of the governing body (usually the Chair) is responsible for responding & liaising with the SNMAT, LA and LADO in the event of an allegation being made against the Head teacher.		
E	Name of governor with managing allegations responsibility:		

18	PHYSICAL INTERVENTION and the use of reasonable force: The academy has a behaviour policy which includes the use of reasonable force. The academy also has in place a physical intervention policy and procedures for recording of incidents; staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the responsible governor.		
E	<i>e.g. numbers of incidents of physical intervention are reported to governing body in termly head reports physical intervention policy reviewed on:</i>		
19	MISSING FROM EDUCATION: Staff are aware of, and follow, the procedure relating to children missing from education and missing from home or care. DfE School attendance DfE Children Missing Education DfE Missing from Home & Care		
E	<i>e.g. this group of children are referred to in the academies child protection policy</i>		
20	CHILD'S RECORD AUDIT: The Named Governor for child protection/safeguarding on behalf of the governing body confirms the academy maintains appropriate record keeping in relation to vulnerable children (child subject to child protection or child in needs concerns and those who have Looked-After status) by conducting an audit of a sample of pupil files		
E	Date when record audit was completed:		
21	TRANSFER OF CHILD'S FILE: A file transfer policy is in place to ensure that when a child moves school/education provision that their child protection/confidential file is sent securely to their new educational setting when the child starts.		
E	<i>e.g. a log is maintained to evidence when files have been transferred and receipt acknowledged</i>		
22	Serious Case Review & learning: There is a process for gathering and applying learning from national and local serious case reviews (SCR), research & other reviews. e.g. by attending the designated person forums or attending NSCP Safeguarding training events etc.		
E	<i>e.g. DSL job role reflects the requirement to update their knowledge by visiting the NSCB website</i>		
23	SPECIFIC SAFEGUARDING ISSUES: That governors and all staff are aware that there is specific guidance on a range of safeguarding issues which they can access. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. Staff are clear as to the academy policy and procedures with regards to peer on peer abuse including sexual violence and sexual harassment		
E	<i>e.g. there are regular updates provided by the senior DSL</i>		

24	OPPORTUNITIES TO TEACH SAFEGUARDING: That appropriate opportunities are taken to teach children about safeguarding (including online) through teaching opportunities. This maybe through PSHE & SRE, themed days/events)		
E	<i>e.g. curriculum and assembly plans that reflect these issues</i>		
25	ONLINE SAFETY Governing bodies and proprietors ensure appropriate filters and appropriate monitoring systems are in place, and that staff receive appropriate training to deliver this to pupils.		
E	<i>e.g. that this is evident in the academy's ICT policy</i>		
26	CHILD SEXUAL EXPLOITATION: Age appropriate Child Sexual Exploitation (CSE) teaching is included within the PHSE/SRE curriculum		
E	Circle in which year:- Year 5 Year 6 Year 7 Year 8 Year 9 Year10 Year 11		
27	FEMALE GENITAL MUTILATION: That staff are aware of the issue and use safeguarding procedures where it is suspected a child is at risk or been abused. Teachers are aware that they must personally report to the police cases where they discover an act of FGM appears to have been carried out (Mandatory reporting duty)		
E	<i>e.g. FGM is referred to explicitly in the academy's safeguarding policy</i>		
28	RADICALISATION: That the academy are aware of the DfE guidance and understand their responsibilities under the PREVENT Duty (2015), and are active partners in preventing children being drawn into violence, responding to extremist or hateful views and identifying children at risk and working with colleagues to refer and work with partners. DfE guidance The Prevent Duty		
E	<i>e.g. record of staff having accessed training</i> Date when DSL has accessed face-to-face training		
29	BULLYING: DfE bullying guidance The academy has an active anti-bullying policy, including cyber-bullying which is in line with the DfE guidance. This includes having a co-ordinator and named governor, monitoring and reporting to the Governors		
E	Date when anti-bullying policy was last reviewed: Name of anti-bullying co-ordinator: Date of their appointment: Name of anti-bullying governor: Date of their appointment:		

30	WORK RELATED LEARNING (secondary): That there is a named member of staff with overall responsibility and that policies and procedures are up to date (annually). That the academy staff and volunteers who work with learners are aware of their responsibilities.		
E	Date when WRL policy was last reviewed: Name of WRL teacher: Date of their appointment: Name of WRL governor: Date of their appointment :		
31	SAFE ENVIRONMENT: Designated areas for children are safe & suitable.		
E			
32	PARTICIPATION: Children contribute to the planning, delivery and evaluation of services and their views make a difference.		
E	<i>e.g. mechanisms for enabling the child's voice to be heard and considered</i>		
33	FAMILY APPROACH ('Think Family'): The academy adopts a whole family approach in that any problems key carers are experiencing (e.g. Domestic abuse, mental ill-health, drugs or alcohol misuse) are seen in the context of the impact on the welfare of the children."		
E	<i>e.g. appropriate use of procedural mechanisms, such as EHAF</i>		

Please provide the name and job title of the Designated People within your academy

Designated Safeguarding Lead	
Deputy Designated Safeguarding Lead	

Name of Nominated Safeguarding Governor

(Please print).....

Signed..... Date.....

Name of Chair of Governors

(Please print).....

Signed..... Date.....

NOTE

- Please sign off at the Autumn Term 2021 full Governing body (or similar) meeting and ensure this is noted within the minutes of the meeting. OFSTED may ask for a copy during inspection.
- Retain a copy for your own file
- Additional information regarding Safer Recruitment Practice or training should be sought from Jo Smith (SNMAT Human Resources)
- Safeguarding in Education training queries or requests can be made directly to NCC Learning and Workforce Development Service [tel:- 0115 9772253](tel:01159772253) or safeguarding.training@nottscc.gov.uk

Thank you for your support and cooperation with this task.

Appendix 15 Peer on Peer Abuse including Sexual Violence and Sexual Harassment

Our academy recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways and may include, but not limited to:

- Child Sexual Exploitation (Appendix 18)
- Sexting or youth produced digital imagery (Appendix 22)
- Bullying (including cyberbullying) (Appendix 22)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Gender-based violence
- Radicalisation
- Abuse in intimate relationships
- Gang association and serious violence – which may include initiation type violence and rituals

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities), children who identify as or who are perceived as LGBT or who have other protected characteristics (race, religion)

Research tells us girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LBGTQ young people. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

We recognise that some pupils may find reporting peer on peer abuse difficult. The lack of reported cases does not mean such is not taking place. Therefore, we will ensure pupils can confidently report abuse by emailing a designated email address within the academy. Students have access to this on their system.

At The West Grantham Church of England Secondary Academy we believe that all children have a right to attend the academy and learn in a safe environment. Children should be free from harm by adults in the academy and other students. The

academy seeks to educate children about peer on peer abuse through assemblies and PSHE. All such incidents are recorded on CPOMs and appropriate action taken

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's Behaviour Policy.

Occasionally, allegations may be made against students by others in the academy which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the academy
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the academy may be affected by this student

Sexual Harassment and Sexual Violence

Sexual Harassment is '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 pupil's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

This may include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include

- non-consensual sharing of sexual images and videos.
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation
- coercion and threats

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/13 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

A child under the age of 13 can never consent to any sexual activity.

The age of consent is 16.

Sexual intercourse without consent is rape.

The evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment. The academy pays consideration to this and fosters healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education.

Response

This will be on a case by case basis, however if a criminal act has been committed the police will be involved.

The member of staff receiving the disclosure should respond in the same way as any other disclosure, making no promises to the child and referring through the academy's usual route. The Designated Safeguarding Lead will manage any disclosures or allegations made and any concerns raised by staff in line with academy procedures and in consultation with Children's Social Care. If a victim does not want a referral to be made the DSL must balance the wishes of the victim with the need to protect from danger.

The academy will provide support for the victim and consider their need to feel safe in the academy. The academy is also aware that a child perpetrator or sexual harassment and/or sexual violence may themselves be a victim of abuse too and should ensure that support is available.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the academy

More information is available [here](#)

[Rape Crisis](#)

[The Survivors Trust](#)

[NSPCC](#) Gillick competency and Fraser guidelines

Youth Produced Sexual Imagery see appendix 26

Support

At The West Grantham Church of England Secondary Academy we will support the victims and perpetrators of peer on peer abuse by creating a culture where students understand what acceptable behaviour is. Where students are victims, referrals for support will be made swiftly by key staff, this is then reviewed to ensure effectiveness of support through the academy's inclusion forum which consists of senior leaders, safeguarding staff, attendance manager and SENCO.

[safeguarding network peer on peer abuse](#)

[Peer on peer abuse toolkit](#)

Appendix 16 Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies under the Counter Terrorism and Security Act 2015 (The Prevent Duty).

Further advice in relation to this is within KCSiE, -2021, and also the DfE non-statutory guidance [The Prevent Duty April 2021](#)

We are proactive in our approach and have ensured the Designated Safeguarding Lead has accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, Al Qaeda, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

At The West Grantham Church of England Secondary Academy we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, SEND policy, **collective worship** policy, our SMSC work, anti-bullying work and wider curriculum. We are committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We ensure our policies for use of the academy premises by external agencies, visitors, premises' hire and our online safety and ICT policies protect students from extremism.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and proportionately which may include the designated safeguarding lead making a Prevent referral.

Recognising Extremism

Early indicators of racialisation or extremism may include:

- Showing sympathy for external causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside the academy
- 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

Definitions

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

[Home Office Prevent Training](#) All academy staff will complete this training.

[Prevent Duty Training Catalogue](#)

[Educate Against Hate](#)

Appendix 17: County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money. They will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty.

Gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. Gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

However, they become trapped in county lines, the young people involved feel as if they have no choice but to continue doing what the gangs want.

What are the signs of criminal exploitation and county lines?

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

When a victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism ([National Crime Agency](#)) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information is available [here](#) and KCSiE 2021 p126

[My concern county lines webinar](#)

[Children's Society – What is county lines?](#)

Appendix 18: Child Sexual Exploitation (CSE)

This academy adheres to the NSCP procedure in relation to child sexual exploitation and includes advice from DfE documents; *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017* and *Child sexual exploitation: Annexes to 'Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation', February 2017*.

Child Sexual Exploitation is defined as *a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE Feb 2017).*

We recognise that child sexual exploitation is a high-profile issue both nationally and locally and that it can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists, it can also cause harm to communities including our academy. We understand the complexity of this type of abuse and the difficulties that lie in identification and assessment.

Like all forms of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. Not all children and young people with these vulnerabilities will experience child sexual exploitation. **Child sexual exploitation can also occur without any of these vulnerabilities being present.** Any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in

today's age can be a challenge and make them susceptible to being groomed and exploited.

Potential Vulnerabilities include:

- Having prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment now or in the past (domestic abuse or parental substance abuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually abused
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. **Child sexual exploitation is never the victim's fault, even if there is some form of exchange:** all children and young people under the age of 18 have a right to be safe and should be protected from harm.

As an academy, we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

To do this we will:

- Engage in multi-agency working
- Educate all children and young people about the nature and risks of child sexual exploitation and other forms of related harm (both online and offline) and how to access support
- Provide complementary messages to parents and carers about risks to their children (online and offline) and how to access support if they have concerns
- Consider the levels of knowledge and understanding of the wider workforce, so that everyone working with children and young people can play their role in prevention
- Ensure messages and methods of delivery are suited to the nature and needs of the audience.
- Ensure education is grounded in an evidence-based understanding of child exploitation (both online and offline)
- Challenge myths and misconceptions about who is perpetrating and experiencing this form of abuse
- Send a clear message that all forms of child sexual exploitation are abuse

- Recognise the potential overlap between victims and perpetrators
- Provide information on where and how to report concerns and access support
- Be inclusive and accessible to the intended audience
- Adopt a holistic approach
- Take into account the context of the community, the academy and the individual pupils
- Recognise that parents and carers have a critical role to play in helping to protect children and young people from child sexual exploitation.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Relationship, Sex and Health Education (RSHE) work <https://www.wgacademy.org.uk/learning/pshe/>. An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

Child sexual exploitation may be associated with other crimes, or perpetrators may be involved in other criminal activity, and as such disruption measures may be used to help tackle child sexual exploitation.

This includes:

- Obtaining orders on an identified individual (see *Child sexual exploitation: Annexes to 'Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation', February 2017*).
- Investigation of other crime types such as drugs or theft.
- Increased police attention on an individual (checking car tax, road worthiness of car etc.)
- Increased police presence in suspected hotspots (online or offline)
- Working with internet providers to address online risks
- Use of licensing laws and powers to obtain guest information or close down premises associated with child sexual exploitation.

It is therefore important that as an academy we engage fully in multi-agency working and share information as appropriate. If prevention is not possible we aim to identify children who are at risk of, or are being, exploited very early. Children rarely self-report child sexual exploitation.

Potential indicators of child sexual exploitation are:

- Acquisition of money, clothes, mobile phones etc., without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)

- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

We remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present.

Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children. We want to have a culture where the welfare of children is actively promoted, and staff and pupils are vigilant. As part of this children will feel listened to and safe.

[NSPCC - CSE](#)

[Child Sexual Exploitation – guide for practitioners](#)

[NHS – How to spot CSE](#)

[Children's Society](#)

[Barnardos](#)

Appendix 19 Female Genital Mutilation (FGM)

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within Guidelines for all agencies including schools within the Lincolnshire Safeguarding Children Partnership procedures [LSCP Procedures FG](#) which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women are living with the physical and psychological consequences.

Although prevalence of FGM within Lincolnshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where the academy suspects a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities. The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

Academy staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community
- A child may talk about a long holiday to a country where the practice is prevalent
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion
- A child may request help, directly or indirectly, from a teacher or another adult

- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/RSHE without any specific reason being given

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes (e.g. withdrawal or depression)
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed
- Talking about pain or discomfort between her legs

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the Designated Safeguarding Lead who, in turn, should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47 of the Children's Act 1989
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child

Where you **know** that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Further information is available [here](#)

[NHS](#)

[NSPCC](#)

[Education Resources](#)

Appendix 20 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help
- Carrying weapons or having a dangerous breed of dog

Dangers of criminal exploitation include:

- being subject to threats, blackmail and violence
- being exploited and forced to commit crimes
- being arrested, including for crimes committed by the gang that they have not directly committed under the law of joint enterprise
- not being able to leave or cut off ties with the gang
- having their safety or the safety of friends and family threatened
- risk of physical harm, rape and sexual abuse
- risk of emotional abuse
- risk of severe injury or being killed
- abusing drugs, alcohol and other substances
- long term impact on education and employment options.

More information is available from the NSPCC [here](#) and page 125 KCSiE 2021 [The Children's Society - CCE](#)

Appendix 21 Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

HBA is a cultural, not a religious phenomenon. It impacts in a range of communities. The challenges for all services including schools is to make responses that keep children safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community. HBA, which may include forced marriage and/or female genital mutilation, is perpetrated against children and young people for a number of reasons.

These include:

- Protecting family 'honour' or 'Izzat'
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender)
- As a response to family, community or peer group pressure
- Strengthening family links
- Protecting perceived cultural and/or religious ideals (mis-guided or dated)
- Retaining wealth, property or land within the family
- Assisting claims for residence and citizenship in the UK

Perceived immoral behaviour could include:

- Inappropriate make-up or dress
- Possession and / or use of a mobile telephone
- Kissing or showing other forms of intimacy in public
- Rejecting a forced marriage
- Being a victim of rape or other serious sexual assault
- Inter-faith relationships
- Seeking a divorce

Staff should never lose sight of the fact that they are interacting with extremely vulnerable individuals, who may be faced with making life changing decisions in an extremely short space of time. Many honour based abuse victims fear 'criminalising' their parents, families and/or their faith group and fear being isolated from their communities.

A child or young person who is at risk of honour-based abuse is at significant risk of physical harm (including being murdered), and/or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member.

Authorities in some countries may support the practice of honour-based abuse. Therefore, the child or young person may be concerned that other agencies share this view, they may feel guilty about their rejection of their cultural/family expectations, and also what impact this may have on their family within their community.

Staff should respond in a similar way to cases of honour-based abuse, as with other abuse. This includes facilitating disclosure and making sure safety plans are put in place by relevant agencies for the child or young person and ensuring their safety by according them confidentiality in relation to the rest of the family.

Boys as well as girls can be subject to HBA; gay, lesbian young people can be particularly vulnerable.

There is also close link with forced marriage - a young person may be at risk of further HBA if seeking to avoid forced marriage and forced marriage is in itself HBA.

Tackling Emerging Threats to Children Team (TETC)

Further information is available in the TETC schools portal [TETC](#) and includes information for Honour Based Abuse and Forced Marriage.

The Tackling Emerging Threats to Children Team in partnership with the Schools' Health Hub Co-ordinators, will work across the county on a locality basis. The team has been established to support schools with the safeguarding and health and well-being agendas and will focus on developing best practice in response to new and existing "threats".

The team's remit includes a wide range of sensitive issues including: radicalisation and extremism; child sexual exploitation; female genital mutilation; forced marriage and honour based abuse; online safety; bullying in all its forms including prejudice based incidents and hate crime; sexual health and healthy relationships; emotional health & well-being; healthy weight and nutrition; alcohol and substance misuse; smoking cessation; resilience. Acting as a single point of contact for universal services, the team will focus on developing its own section of the school's portal website as the main mechanism for sharing best practice.

TETC offer:

- Advice, training and consultancy, including signposting to other tried and tested providers
- Quality assurance of curriculum resources, external training providers and intervention packages
- Policy templates, lesson plans and audit tools to support schools with all aspects of delivery in relation to the TETC/Health agendas.

TETC aim to:

- support schools to respond effectively and with confidence to the complex range of safeguarding and health and well-being issues which they are required to address
- engage all stakeholders in the co-design and production of materials and the evaluation of all aspects of work
- provide a credible and consistent service offer which is based on best practice and is evidenced-based
- stay abreast of the agendas, including changes in legislation, regulatory activity, and new and emerging trends.

[Women's Aid CPD](#)
[Spotting and Preventing HBA](#)

Appendix 22 Voyeurism (Upskirting)

The Voyeurism (Offences) Act has been amended in 2019 to include 'up skirting' as a criminal offence. The Criminal Prosecution Service defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or a mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for examples on public transport or at music festivals, which can make it difficult to notice offenders.

Academies need to ensure staff are aware of this offence and report appropriately by informing the Designated Safeguarding Lead.

More information is available [here](#) and [here](#).

Appendix 23 Human Trafficking

Human trafficking is the trade of humans for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others. This may encompass providing a spouse in the context of forced marriage, or the extraction of organs or tissues, including for surrogacy and ova removal.

Signs of child trafficking

Knowing the signs of trafficking can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out.

It may not be obvious that a child has been trafficked, but you might notice unusual or unexpected things.

They might:

- spend a lot of time doing household chores
- rarely leave their house or have no time for playing
- be orphaned or living apart from their family
- live in low-standard accommodation
- be unsure which country, city or town they're in
- can't or are reluctant to share personal information or where they live
- not be registered with a school or a GP practice
- have no access to their parents or guardians
- be seen in inappropriate places like brothels or factories
- have money or things you wouldn't expect them to
- have injuries from workplace accidents
- give a prepared story which is very similar to stories given by other children.

Effects of child trafficking

Trafficking can have both short and long term effects and the impact can last a lifetime.

Children and young people who've been trafficked might:

- not understand what has happened to them is abuse - especially if they've been groomed
- believe they are in a relationship with their abuser and unaware they're being exploited
- think they played a part in their abuse or have broken the law
- feel very guilty or ashamed about the abuse they have suffered.

Being kept captive or living or working in poor conditions can have a serious impact on a child's mental and physical health. They might also be suffering from the effects of abuse and neglect.

Children may feel distressed and alienated if they've been separated from their families, friends, communities and cultures.

They will often have had no access to education or opportunity for social and emotional development.

Children exploited for domestic servitude and forced labour can suffer physical injuries, develop problems with their emotional health and be denied access to an education.

Children trafficked for sexual exploitation are at high risk of prolonged periods of sexual violence, physical injuries, sexually transmitted infections and, for girls, multiple pregnancies.

Who's at risk

Any child is at risk of child trafficking.

Human trafficking happens due to:

- inequalities between countries, such as different education or employment opportunities
- poverty
- the effects of war
- the demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity
- low levels of education
- lack of equal opportunities, discrimination or marginalisation.

Report child trafficking

Children who are trafficked are intentionally hidden and isolated from the services and communities who can identify and protect them. If you're worried about a child, you can take steps to keep them safe. Staff should raise concerns through the usual academy channels to their Designated Safeguarding Lead who will make the appropriate referral to MASH.

If you think a child or young person is in immediate danger, contact the police on [999](tel:999).

Further information available [here](#) and [here](#).

Appendix 24 Harmful Sexual Behaviour/ Sexually Harmful Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

Technology assisted HSB

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. This might include:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- Youth Produced Sexual Imagery

Signs and indicators

Children and young people demonstrate a range of sexual behaviours as they grow up, and this is not always harmful.

Sexualised behaviour sits on a continuum with five stages:

- **appropriate** – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- **inappropriate** – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- **problematic** – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation
- **abusive** – this often involves manipulation, coercion, or lack of consent
- **violent** – this is very intrusive and may have an element of sadism

Risks and vulnerability factors

Many children and young people who display HSB have experienced abuse or trauma (Hackett et al, 2013).

Children who have been sexually abused may not know that what has happened to them is wrong. This can lead to them displaying harmful sexual behaviours towards others (Ringrose et al, 2012).

Complex needs

Children and young people who display HSB may have complex needs and may display other behavioural problems alongside their HSB (Hollis, 2017).

For example, children who display harmful sexual behaviour may:

- have poor self-regulation and coping skills
- experience social anxiety and a sense of social inadequacy
- have poorly internalised rules for social behaviour
- have a poorly developed sense of morality
- lack secure and confident attachments to others
- have limited self-control and act out emotional experiences through negative or otherwise inappropriate behaviour
- have little insight into the feelings and needs of others or their own mental states

- place their own needs and feelings ahead of the needs and feelings of others
- show a poorly defined sense of personal boundaries
- have developed strong and not easily corrected cognitive distortions about others, themselves, and the world they share
- have deficits in social skills and in social competence overall

Teaching children about healthy relationships

Society and culture have a big impact on what children think about sex and sexuality. What they see and read on television, the internet and in other media can reinforce these ideas and can contribute to children and young people becoming sexualised early on in their lives – or may normalise non-consensual sexual activities. Schools have an important role in challenging these ideas and teaching children about healthy relationships and behaviours (Champion, 2016; House of Commons Women and Equalities Committee, 2016). This is part of the academy's RSE and PHSE curriculum.

Reporting

If you're worried about a child, you can take steps to keep them safe. Staff should raise concerns through the usual academy channels to their Designated Safeguarding Lead who will make a referral to MASH if appropriate

If you think a child or young person is in immediate danger, contact the police on [999](tel:999).

More information is available [here](#)

The Brook's [Traffic Light Tools](#) provide indicators of age appropriate sexual behaviour

Appendix 25 Low Level Concerns

At The West Grantham Church of England Secondary Academy we recognise the possibility that adults (including governors, volunteers, supply teachers, and agency staff) working in the school may harm children.

Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay; any concerns about the head teacher should go to the chair of governors who can be contacted by email. (martin.oconnell@vitality.co.uk)

Concerns may come from various sources, for example, a suspicion; complaint or disclosure made by a child, parent or other adults within or outside of the organisation; or as a result of vetting checks undertaken.

The head teacher has to decide whether the concern is an allegation or low level concern; the term low level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Allegations

It is an allegation if the person (this could be anyone working in the academy that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.) has:

- behaved in a way that has harmed a child, or may of harmed a child and/or
- possibly committed a crime against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this also includes behaviour outside the school).

Before contacting the LADO, the academy will conduct basic inquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

Allegations should be reported to the LADO without delay.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out. Whether that is by the police, children's social care, the academy or a combination of these.

Low level concerns

Concerns may be graded low level if the concern does not make the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of

conduct, including inappropriate conduct outside of work. Example behaviours include but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a 1 to 1 basis in a secluded area or behind a closed door
- using inappropriate, sexualised, intimidated or inoffensive language

If the concern has been raised via a third party, the head teacher should collect as much evidence as possible by

- speaking directly to the person who raised the concern, unless it has been raised and anonymously
- to the individual involved
- any witnesses

Any reports/witness statements should be completed independently, a group statement from several witnesses is not appropriate.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation that could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low level concerns should be recorded in writing, including name (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible) of individuals sharing their concerns; details of the concerns; context in which the concern arose; action taken.

Records should be kept confidential, held securely and comply with the Data Protection Act 2018 and the SNMAT data protection policy. Records should be reviewed so that potential patterns of concerning, potential problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the academy that enabled the behaviour to occur. This will mean that policies or processes will be reviewed and revised if necessary and/or extra training delivered to minimise the risk of it happening again.

Further income information can be found [here](#)

Appendix 26 Online Safety and Youth Produced Sexual Imagery

Further information is available in the [TETC schools' portal](#)

Our academy ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including children sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

To minimise inappropriate use as an academy we have banned the use of personal devices within academy grounds. Mobile phones or other such devices should be switched off and placed in a bag when on academy site. Any infringements of this policy are managed through the academy Behaviour Policy.

Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

Through our Online Safety Policy, our academy will ensure that we meet their statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our academy. The policy also forms part of our academy's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter terrorism and Securities Act 2015 which requires our academy to ensure that children are safe from terrorist and extremist material on the internet. Our academy will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the academy's IT systems and technology that can be used online.

Our academy recognises that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

Pupils personal online safety should be reinforced regularly.

The academy will utilise the DfE guidance '[Teaching online safety in school](#)' when determining the best approach to safeguarding pupils online.

Off site

Where pupils need to learn online from home, the academy will support them to do so safely in line. Academies must promote safe use of the internet including social media and learning platforms. It is important that this communicated regularly to pupils and carers and use is made of the resources available to support this.

All online learning tools must be in line with privacy and data protection/GDPR requirements.

Reporting routes for children who have concerns when working online should be clear.

Any remote teaching sessions should be in line with guidance set out in the staff code of conduct.

Youth Produced Sexual Imagery (YPSI)

Introduction

The academy recognises that YPSI is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18s is also illegal.

There is no clear definition of what is YPSI and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the Gov.UK document, Sharing Nudes and Semi Nudes advice for practitioners working with children and young people December 2020. The full guidance is located [here](#)

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the academy's policy and procedure in responding to incidents.

This information forms part of the academy's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The academy recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law, therefore, we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The academy may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has

happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate academy staff will be held to:
- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment.
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

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

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the academy will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the Designated Safeguarding Lead with the input of the Head teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the academy to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:

Case study A: Children and young people aged 13-18:

- *Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for “sexy” pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school Designated Safeguarding Lead.*

School response:

- *The Designated Safeguarding Lead spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.*
- *Both pupils were spoken with by the Designated Safeguarding Lead who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The Designated Safeguarding Lead worked with both pupils to help them come up with an agreed plan to inform their parents. The*

school Designated Safeguarding Lead documented the incident and as well as the actions taken in the children's safeguarding records.

Case study B: Children aged under 13:

- *A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.*

School response:

- *The school had no other safeguarding concerns about the children or their families. The school Designated Safeguarding Lead spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding underage sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.*
- *The school Designated Safeguarding Lead spoke with the children involved and their parents and advised them on the situation and possible consequences including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.*
- *All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.*

Educating Young People

As an academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes an academy wide approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and through IT curriculum work to underpin a specific message such as YPSI, in an age appropriate manner.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be safe* and to *feel safe*)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at <http://www.childline.org.uk/explore/onlinesafety/pages sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH):

<http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the [UK Council for Internet Safety](#)

[Safer Internet Council For Child Internet Safety](#)

Appendix 27 Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the academy will ensure this is done by a trained mental health professional. Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and **immediately** speak to the DSL or a deputy.

The academy will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

[Mental Health in Schools](#)

[Mental Health and Behaviour in Schools](#)

[Mentally Healthy Schools](#)

Appendix 28 Children Missing from Education

Government guidance can be found at [Children Missing Education](#)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from the academy without authority, we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the academy in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Lincolnshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of the academy by their parents and the academy has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the academy as part of an admission process and we are not aware of their whereabouts
- has ceased to attend the academy and no longer lives within reasonable distance of the academy or school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school or academy
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the academy at the end of that period
- has been permanently excluded.

Poor attendance is closely monitored, and the following procedures are followed to support families and students to resolve any barriers to regular attendance. These procedures can be found at <https://www.wgacademy.org.uk/wp-content/uploads/sites/3/2021/01/Attendance-Policy.pdf>

Where a pupil who fails to attend our academy regularly, or has been absent without the academy's permission for a **continuous** period of 10 school days or more we will follow the [NCC School Attendance Flowchart](#)

The flowchart summarises that every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service. We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.

In response to the guidance in **KCSiE (2021)** the academy has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, **EGM FGM** and forced marriage

When a pupil leaves the academy. We will record the name of the pupil's new school/academy and their expected start date.

Absence

At The West Grantham Church of England Secondary Academy the following procedures are followed from the first day of an unexplained absence.

<https://www.wgacademy.org.uk/wp-content/uploads/sites/3/2021/01/Attendance-Policy.pdf>

The academy will ensure that at least two, **and preferably 3**, emergency contacts are held for each child, parents/carers should inform the academy if these change at any time.

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the academy. Academies will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

Academy staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within the academy, the designated safeguarding lead will be informed .

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the academy to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g. early help) then they should also be informed.

Where a child is known to regularly go missing from the academy, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol here:

https://lincolnshirescb.proceduresonline.com/chapters/pr_joint_miss.html#contact_info

Appendix 29 Transportation of Children by Parents

Our academy recognises that at times parents/carers transport their own and other children to/from school visits or out of school activities etc. Where this occurs there are essentially two ways that this can be undertaken:

1. Where parents/carers transport their own children or agree with others to cooperate in transporting children to and from venues as a **private arrangement**, the health and safety of young people is the responsibility of the parents/carers concerned.
2. Where parents/carers (or others) offer transport assistance which has been **requested or facilitated** by our academy then they are in effect operating as volunteer employees and the responsibility for safety lies with our academy.

In these circumstances the parent/carer (or others) would be considered as a volunteer and this will require The West Grantham Church of England Secondary Academy to undertake the necessary checks as for any other volunteer in regulated activity. E.g. obtaining an enhanced DBS certificate (which should include barred list information). The same policy as for academy staff transporting children will therefore apply.

[Using private cars for school trips](#)

Appendix 30 Photographing and Videoing of Children in the Academy

At The West Grantham Church of England Secondary Academy we have taken a sensible and balanced approach to photographing and videoing children on the academy site. We have a formal policy around Managing the Safe Use of Children's Photographs and a copy of the document is available from the academy office.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the academy's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Schools and the Data Protection Act 1998 [ICO: taking photographs in schools](#)

Appendix 31 Homestay Arrangements

The academy must consider the safety of pupils and how best to minimise risk of harm during exchange visits where accommodation is arranged with a host family (homestays).

When the academy is arranging accommodation in the UK the suitability of the adults in the host families should be considered. In such cases the academy is the regulated activity provider. A regulated activity provider commits a criminal offence if it knows or has reason to believe that an individual is barred by the Disclosure and Barring from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

[ASCL International exchanges and visits](#)

Appendix 32 Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison.
- Children sent to this country, for education or health care, by parents who live overseas.
- Children living with a friend's family because they don't get on with their own family.
- Children living with a friend's family because of their parents' study or work.
- Children staying with another family because their parents have separated or divorced.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families.
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'.

- Unaccompanied asylum-seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to their Designated Safeguarding Lead who will make the appropriate referral.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

On admission to the academy, we will take steps to verify the relationships of the adults to the child who is being registered.

Signs to watch out for:

- Has someone else started collecting a child from the academy on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements, they should notify the Designated Safeguarding Lead.
- The **DSL** or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. Academy staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

**If you believe that a private fostering arrangement has not been reported to Lincolnshire Social Care you should contact them directly:
Lincolnshire Children's Services Customer Service Centre for reporting concerns and the Early Help Team for advice: 01522 782111
Emergency Duty Team 01522 782333 (6pm-8am + weekends and Bank Holidays)**

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Lincolnshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- <http://privatefostering.org.uk/>
- ['Child Trafficking and Private Fostering', ECPAT UK](#)

- [Child Law](#)

Appendix 33 Contextual Safeguarding

What is Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

[Contextual Safeguarding Network](#)

[NSPCC](#)

[Educare](#)

Appendix 34 Domestic Abuse

The Domestic Abuse Act 2021 (part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16 who are personally connected to each other.

- a. Physical or sexual abuse
- b. Violent or threatening behaviour
- c. Controlling or coercive behaviour
- d. Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property, or obtain goods or services)
- e. Psychological, emotional or other abuse

People are personally connected when they are, or have been married to each other or civil partners, or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child or are relatives.

Research tells us that men are more likely than women to be the perpetrators of family violence. Incidents of domestic violence are rarely a one-off and often become more frequent and severe over time. Domestic violence can affect anyone, regardless of age, social background, gender, religion, sexuality or ethnicity.

Types of domestic abuse include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse
- Child/adolescent abuse to parent violence and abuse

The definition of domestic abuse applies to children if they see or hear, or experience the effects of the abuse and they are related to the abusive person.

Impact on children

Being in a household where there is **domestic abuse** is distressing and scary for children. Children may hear violent or controlling arguments; they may witness violence directly; they may be told to hide and can feel powerless to protect a carer. They are likely to be well aware of **the victim's** distress and injuries after an incident. They may also get hurt. We know that there is a higher likelihood that children will experience abuse themselves in households characterised by **domestic abuse**.

There are links between domestic **abuse**, low self-worth and later risk of child exploitation for both girls and boys. Victims of **domestic abuse** often lack self-worth and can be at greater risk of depression, anxiety and trauma. This can sometimes interfere with their ability to parent their child sensitively and can lead to harsher parenting which, in turn, can further undermine a child's wellbeing.

Domestic abuse is an important cause of long-term problems for children's mental health and physical health. Effects can be traumatising and long lasting and can have an impact on:

- Children's understanding of normal or acceptable relationships with others and their ability to form relationships in school and beyond.
- A child's emotional wellbeing: increased anxiety, fear and stress levels.
- Their ability to learn.
- Their view of the family and the broader community and society.
- Levels of aggressive and anti-social behaviour, which can persist into adolescence and adulthood.
- they may also be forced to participate in the abusive behaviour

Domestic abuse is a key safeguarding concern.

Working Together to Safeguard Children 2018 (amended 2020) states practitioners should continue to develop their understanding of domestic abuse, which includes controlling and coercive behaviour from perpetrators of domestic abuse, and the impact this has on children (p6).

Practitioners should also be aware of prevalence of teenage relationship abuse where pupils maybe at risk but outside of the home. Practitioners should be mindful of the rights of the victim while within the school and yet provide support for both parties.

Domestic Abuse Helpline 0808 2000 247 [Home \(nationaldahelpline.org.uk\)](http://nationaldahelpline.org.uk)

[Family violence : Mentally Healthy Schools](#)

