



Safeguarding Children Policy

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The Ferrars Academy Safeguarding Children Policy

INTRODUCTION

“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.”

“No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

- Keeping Children Safe in Education 2018

Children includes everyone under the age of 18.

Safeguarding is defined as:

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

Child Protection is defined as:

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

This includes, but is not limited to safeguarding children in specific circumstances.

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self Harm behaviours	Children with mental health difficulties or illness

At The Ferrars Academy, we are dedicated to ensuring that each child fulfils his/her potential and develops an enjoyment for learning, which will continue into adult life. We intend our pupils to develop into enterprising adults who contribute positively to the fabric of community life; who live healthy and safe lives and respect others.

The Ferrars Academy is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have equal right to be protected from harm;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours and
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

This intention is reflected in all our policies. This policy should be read in conjunction with the, Attendance Policy; Behaviour Policy; Positive Handling Policy; Intimate Care Policy; PSHE Policy; Online Safety Policy; Internet and Email Policy; Acceptable Use Policy; Social Networking Policy; Use of Images Policy; Confidentiality Policy; Data Protection Policy; Health & Safety Policy; Security Policy; Lockdown Policy; Disclosure and Barring Service Policy; Safer Recruitment Policy; Induction of Newly Appointed Staff Policy; Whistle Blowing Policy; Children Missing in Education Policy; Inclusion Policy; External Speakers Policy and Code of Conduct.

RATIONALE

We believe in the importance of adopting an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Child Protection is important and we recognise our legal duty to work with other agencies in protecting children from harm and responding to abuse.

AIMS

- ❑ Parents and pupils should feel free to talk about any concerns and see the Academy as a safe place built on mutual respect and shared values.
- ❑ Pupils' worries and fears will be taken seriously if they seek help from a member of staff.
- ❑ Clarify standards of behaviour for staff and children.
- ❑ Create an organisational culture that is safe for children.
- ❑ Develop staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns.
- ❑ Addressing concerns at the earliest possible stage in the least intrusive way.

KEY PRINCIPLES

- ❑ To always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- ❑ Pupils and members of staff are encouraged to show respect for others and to take responsibility for protecting themselves.
- ❑ All members of staff will undertake safeguarding training including awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns. In addition to this, all staff will receive safeguarding updates which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject/topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.
- ❑ All members of staff take in-house refreshers annually with regards to school systems.
- ❑ All staff to adopt the attitude of "it can happen here".
- ❑ All staff to have conversations, build relationships and maintain professional curiosity.
- ❑ Focus on securing improved outcomes for children.
- ❑ Staff to provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework.
- ❑ Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.

- ❑ Safeguarding and promoting welfare will be addressed through the curriculum as appropriate.
- ❑ Relevant staff will undertake Positive Handling training.
- ❑ If it is necessary to use restraint to protect a pupil from injury, to prevent a pupil from harming others or him/herself, or if any pupils are injured accidentally, parents will be informed immediately.
- ❑ The academy will ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised.
- ❑ Arrangements are in place for meeting the medical needs of children with medical conditions. In the event of intimate care being necessary this will be carried out by two members of staff at all times and undertaken in an appropriate place to allow the child their dignity. Please refer to the Intimate Care Policy.
- ❑ There are the appropriate number of First Aid qualified staff in place, covering both Nursery and Academy buildings. At least one Midday Supervisor has successfully undergone First Aid training.
- ❑ Staff who observe; injuries that appear to be non-accidental, injuries that have occurred outside of school or who are told anything significant by a pupil WILL report their concerns to the Designated Safeguarding Officer (DSO) using CPOMS (Child Protection Online Management System) however minor the incident. In the event that an incident involves a child who does not attend the Academy for example when attending Stay & Play sessions or using the school crèche staff must complete the purple internal **Safeguarding Children Recording Form**, which are located in the main office and in the Family Worker's office. The Safeguarding Children Recording Form should also be used in the event that CPOMS is unavailable.
- ❑ Staff will not carry out investigations themselves, nor decide whether children have been abused. It is recognised that the specialist agencies will deal with matters such as this.
- ❑ All staff will be aware with the procedures for keeping a confidential written record of any incidents in line with the requirements of the Safeguarding Children Board. Confidential safeguarding records are kept in a locked cupboard in the Principal's office. The Academy's Safeguarding Team have access to this cupboard with permission from the Principal.
- ❑ Staff and parents will understand that confidentiality cannot be guaranteed if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- ❑ If staff have significant concerns about any pupil which may indicate physical, emotional, sexual abuse or neglect, including Female Genital Mutilation (FGM), child trafficking, fabricated induced illness, child sexual exploitation (CSE) and radicalisation, they will understand that they are required to discuss them with the agencies responsible for

investigation and safeguarding children. If a member of staff is in doubt, then they must discuss their concerns with the Designated Safeguarding Officer (Lead) or in their absence a member of the Safeguarding Team (Deputies).

- ❑ All recruitment interviews will include a member of staff or governor who has successfully undertaken Safer Recruitment training.
- ❑ Parents can feel confident that procedures are in place to ensure that all staff appointed are suitable to work with children. All staff have an enhanced clearance check with the Disclosure and Barring Service (DBS). The Business Manager will check the DBS status of any professionals working in the academy, such as supply teachers, educational psychologist, governors, contractors etc. Any complaints about staff behaviour are made in the first instance to the Principal; if the complaint is about the Principal, it is to be submitted to the sub-committee of the Governing Body responsible for disciplinary matters. There is an understanding that ALL those involved, both pupils and staff, are entitled to a fair hearing.
- ❑ Complaints which raise child protection issues will be reported by the Academy under local inter-agency procedures.
- ❑ Staff mobile phones may be used in the staff room at break times but will be switched off during the core day, and during any pupil/staff contact time. Essential mobile phone users, such as the site agent will have equipment purchased by the academy which does not have a camera facility. Members of the Safeguarding Team have permission to use their mobile phone to access the two step authorisation code required to login to CPOMS. This must not be done whilst a pupil is present and mobile devices must be stored away afterwards.
- ❑ Accusations against a staff member are reported to the Principal who will immediately contact the Local Authority Designated Officer (LADO). The LADO will investigate such accusations, not the Academy staff. If the allegation of suspicion is about the Principal the concern should be made to the Governor with specific responsibility for safeguarding; Carole Tompkins who will then contact the LADO. The LADO works for children's services and is responsible for:
 - providing management and oversight of individual cases
 - liaising with the employer, police and children's services
 - monitoring the progress of cases, ensuring they are dealt with in a fair, consistent and thorough way.
- ❑ When issues arise, Head Teachers should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency.

KEY PROCESSES

All staff should be aware of the guidance issued by Luton Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way.

This document is integral to safeguarding children in Luton educational establishments and will always be used to underpin decision making.

<http://lutonlscb.org.uk/wp-content/uploads/2016/11/threshold-framework-v16-Oct-17-2.pdf>

Review

The Principal will review this policy with staff and governors, every year. Any amendments will be taken to the Governors' Curriculum and Personnel Committee for approval for verification of the full Governing Body. This policy will be reviewed in the Summer Term 2019.

SAFEGUARDING TEAM

Miss Sarah Green (Principal)

Miss Marie Jennings

Mrs Sarah Kelly

Mrs Deb Sewell

PEOPLE WITH SPECIFIC RESPONSIBILITY FOR CHILD PROTECTION

Designated Safeguarding Officer [Lead]

This responsibility should not be delegated

Sarah Green (Principal)

Designated Safeguarding Officers [Deputies] - trained to the same level as the Lead

Marie Jennings

Sarah Kelly

Deb Sewell

Designated Teacher for Looked After Children

Jackie Wall

Nominated Governor for Safeguarding

Carole Tompkins

Single Point of Contact for PREVENT (SPOC)

Sarah Green (Principal)

Local Authority Designated Officer (LADO)

Paul James 01582 548069, e-mail lado@luton.gcsx.gov.uk

Luton Safeguarding Children's Board 01582 547624 or 01582 547590

The Academy's Designated Staff are responsible for:

- Procedure
- Holding and being conversant with current local and national child protection procedures
- Keeping up to date through training. It is a requirement that this takes place at least every two years
- Reviewing and updating the Academy's Safeguarding Policy. Any deficiencies or weaknesses in the policy and procedures must be remedied without delay.
- Liaison over safeguarding matters with the local Children's Services Social Care Department
- Raising Awareness
- Briefing and guiding teaching and non-teaching staff on safeguarding matters. This includes the briefing of new staff as part of their induction, as well as part time, visiting and voluntary staff. Staff must receive Safeguarding training at least every two years
- Keeping close contact and maintaining Safeguarding awareness with all staff
- Receiving reports of alleged or suspected abuse within the school
- Keeping Records
- Making enquiries with previous schools regarding pupils who have transferred to the academy
- Passing on information to a new establishment when a pupil leaves the academy
- Liaising with the staff
- Liaising with the Designated Governor

The Governor with specific responsibility for Safeguarding matters is responsible for undertaking an annual review of the Academy's Safeguarding policy and procedures and of the efficiency with which the related duties have been discharged. The role is strategic rather than operational; they will not be involved in concerns about individual children.

The Designated Safeguarding Officers undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role.

Role of the Designated Safeguarding Officer (Lead)

Our Designated Safeguarding Officer takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help hub, children's social care, health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Officers:

Marie Jennings
Sarah Kelly
Deb Sewell

- The Deputy Designated Safeguarding Officers are trained to the same level as the Designated Safeguarding Officer and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Officer who maintains lead responsibility
- When the school has concerns about a child, the Designated Safeguarding Officer or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a singly agency early help response, undertaking an early help assessment or referral to Children’s Social Care for a statutory social work assessment. The Head Teacher / Principal will be kept apprised of cases as appropriate
- The Designated Safeguarding Officer will support staff who make referrals to the Local Authority Children’s Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Officer will refer cases to the Police where a crime may have been committed
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required
- Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child
- The Designated Safeguarding Officer will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- The Designated Safeguarding Officer will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Officer feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

- The Designated Safeguarding Officer will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Officer will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Officer will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Officer will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Officer will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children’s Social Care.
- If a child moves from our school, the Designated Safeguarding Officer will ensure child protection records are forwarded on to the Designated Safeguarding Officer at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. CPOMS records will be transferred on request from receiving school. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children’s records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all children’s records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local Authority Children’s Services and Elective Home Education team.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

- When a Designated Safeguarding Officer resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files.

The Governing Body

The Governing Body will ensure:

- That they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2018 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.
- The academy contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The academy provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.
- The academy pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, online bullying, sexually harmful behaviours or youth produced sexual imagery.
- The academy maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children.
- The academy's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Services Social Care from other areas when children attend school in Luton however live outside of Luton.
- The academy shares information with other professionals in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children

2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018.

- The academy will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council.
- The academy initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Principal ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.
- The academy has a code of conduct which should amongst other things include; staff/child relationships and communications including the use of social media and other online platforms.
- The academy has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The academy operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2018.
- The Designated Safeguarding Officer is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2018.
- The Designated Safeguarding Officer maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Officer.
- That any Deputy Designated Safeguarding Officer has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Officer as per Appendix B of Keeping Children Safe in Education 2018.
- The Designated Safeguarding Officer and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the Designated Safeguarding Officer and any Deputies will update their knowledge by receiving safeguarding updates via the Designated

Safeguarding Officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.

- The Principal and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2018 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific a circumstance which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation. (FGM), vulnerability to radicalisation and peer on peer abuse. The training will ensure that Peer on Peer abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truanting and youth generated sexualised imagery increases risks of harm to children. In addition the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children.
- Temporary staff and volunteers are made aware of the academy's arrangements for child protection and their responsibilities.
- The academy remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Officer and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- That the curriculum is delivered in such a way to include educating children about how to stay safe which will include online safety and broader safeguarding messages within PSHE.
- That there are processes in place which enables children to express their wishes and feelings and provide feedback.
- The governing body reviews its policies/procedures annually.

The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Officer over all matters regarding child protection issues. The role is strategic rather than operational, they will not be involved in concerns about individual children.

Legislation & Guidance which underpins this policy

The Academy is committed to safeguarding children and will act in accordance with the following legislation and guidance:

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE 2018)
- LSCB interagency child protection and safeguarding procedures
- Children Act 1989 & 2004
- Education Act 2002 s175/s157
- What To Do If You Are Worried A Child Is Being Abused (DfE 2015)
- Use of reasonable force in schools (DfE 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Children Missing in Education (2016)
- The School Staffing (England) Regulations (2009)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Sexting in School and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home office guidance)

A SAFER SCHOOL CULTURE

The culture of the academy is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Officer when concerns relate to an adult.

The school has a culture of listening to, and hearing the voice of the child.

SAFER RECRUITMENT AND SELECTION

The academy pays full regard to 'Keeping Children Safe in Education' (DfE 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities

- a management position in an independent school, academy or free school as an employee;
- a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or

- a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
- A governor of a maintained school

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.

Miss Sarah Green (Principal), Mrs Sarah Kelly (Vice Principal), Mrs Sue Goodwin (Business Manager) and Mrs Carole Tompkins (Chair of Governors) have undertaken Safer Recruitment training, and at least one will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix A contains more information about definitions and indicators.

In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2018.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

THE CURRICULUM

We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, friendships, personal safety, staying safe online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

COLLECTION OF PUPILS FROM THE ACADEMY AT THE END OF THE SCHOOL DAY AND FROM AFTERSCHOOL CARE CLUBS

The academy has corporate parental responsibility under Section 3 of the Children's Act while children are in our care. This extends to children leaving at the end of the day. If we allow children to leave the academy without a responsible person then we could be placing the child at risk, particularly as we cannot know whether there is an adult waiting to receive the child in the house. The academy, in liaison with the parent, is ultimately responsible for making this decision.

Following advice from the Educational Welfare Service, Children's Services Social Care and taking into account guidance on the NSPCC Child Protection website the following policy has been agreed with staff, parents and Governing Body.

- All children will be allowed to leave the academy with a responsible person aged 16 years and above.
- This also applies to children attending after school activities and after school care provision.

Updating Information

- Parents are required to complete a form listing who is able to collect their child from the academy.
- The academy will not allow a child to leave with anyone else.
- A list with this information will be kept in the school office.
- This information can be changed at any time by completing another form and it is the parents/carers responsibility to keep the list updated.
- The academy will send out a new form at the beginning of each academic year and whenever a new child starts school.
- In the case of an unforeseen emergency the school will take instructions from a known parent over the phone for an alternative adult to collect their child.
- We assume that both parents have parental responsibility unless we see legal documentation to the contrary.

Children not collected on time

- Children should be collected at 3:10pm in Reception and 3:15pm for Years 1&2 from the appropriate playground.
- Children attending our Nursery should be collected at 11:30am for morning sessions and 3:30pm for afternoon and all day sessions.
- Parents should phone the school if they are unavoidably delayed.
- Any child not collected by 3:20pm will be taken to Night Owls, our Wraparound Care provision. A late fee will be charged to parents/carers for every 15 minutes the child remains in our care. We record reasons for late collection and the Education Welfare Service is notified for repeated lateness.
- Children attending after school clubs must be collected at the stated time arranged. In the event a child is not picked up in time they will be taken to Night Owls, our Wraparound

Care provision and parents/carers will be charged a fee for every 15 minutes the child remains in our care.

- Any child not collected by 5:30pm from Night Owls, Wraparound Care will be reported to the Safeguarding Officer at which point Children's Services Social Care will be contacted.
- We will take the appropriate steps to contact parents/carers if the child is not collected by a responsible person and if this is not possible then the usual school procedures of notifying the Children's Services Social Care Duty Desk will be followed.
- Please note the Safeguarding Officer is notified of all repeated occurrences of late collection regardless of whether it takes place at school, an enrichment club or the after school club.

Parents/carers have responsibility for ensuring that children are handed to the care of a member of staff at the beginning of the day. Children arriving before their school start time or before a member of staff is on the playground should be supervised by their parent/carer.

SAFEGUARDING IN SPECIFIC CIRCUMSTANCES: CHILDREN WHO ARE VULNERABLE TO EXTREMISM

The Ferrars Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. The Ferrars Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Ferrars Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation can be found in Appendix A.

Risk Reduction

The school governors, the Head Teacher/Principal and the Designated Safeguarding Officer will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN,

anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

In accordance with the Prevent Duty, the Academy's Principal, Miss Sarah Green is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Officer if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.

In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.

If the academy is concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Multi Agency Safeguarding Hub.

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: HONOUR BASED VIOLENCE / FEMALE GENITAL MUTILATION / BREAST IRONING / FORCED MARRIAGE / MODERN DAY SLAVERY

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

Risks

Young victims may find themselves in an abusive and dangerous situation against their will with no power to seek help. The usual avenues for seeking help – through parents or other family members may be unavailable. Honour based violence manifests itself in a diverse range of ways with children and young people, including forced marriage, domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder), witnessing

violence directed towards a sibling or indeed another family member, female genital mutilation and breast ironing (flattening).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.

FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures.

Those failing to report such cases will face disciplinary sanctions.

If the academy is concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.

Further information regarding FGM can be found in Appendix A

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law. Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.

Further information on Breast Ironing can be found in Appendix A

A forced marriage is where one or both people do not (or in cases of people with learning difficulties, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (of which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery with your own country.

Types of Human Trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- Forced marriage and illegal adoption (if other constituent elements are present)

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: PEER ON PEER ABUSE

The academy recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:

- Cyber-bullying
- Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
- Sexual assault
- Sexually harmful or problematic behaviour
- Gang initiation or hazing type violence

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: SEXUALISED BEHAVIOURS

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care.

In all cases of peer on peer abuse the academy will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.

Where necessary, the academy behaviour policies will be invoked and any sanctions applied will be consistent with these procedures.

Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police.

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: GANG RELATED VIOLENCE

The academy recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.

The academy understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.

If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.

Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with Local procedures as part of the safeguarding response.

Further information regarding Gang Related Violence can be found in Appendix A

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: YOUTH GENERATED SEXUALISED IMAGERY

The academy recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over

the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:

- The incident should be reported to the Designated Safeguarding Officer as soon as possible.
- The Designated Safeguarding Officer should hold an initial review discussion or meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

An immediate referral will be made to the Police and Social care in the following circumstances:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above applies the academy may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Officer is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.

The academy will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.

Adults in the academy will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the designated safeguarding lead will respond to an incident based on what they have been told about the imagery.

All incidents will be recorded.

Further information regarding Youth Generated Sexualised Imagery can be found in Appendix A

SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: CHILD SEXUAL EXPLOITATION

Child sexual exploitation is 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, 2017)

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The academy recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.

The academy recognises that there are various 'models' of CSE which include but not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Peer on Peer	Familial
Online	Abuse of authority

Where concerns are identified in relation to Child Sexual Exploitation the LSCB thresholds framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.

An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger family's team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.

If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care.

In all cases intelligence will be shared with Bedfordshire Police using the intelligence form which will also be copied to the Single Point of Contact for CSE within Luton Borough Council.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board / Luton Borough Council procedures as listed below:

- Abuse Linked to Spiritual Belief
- Child Sexual Exploitation
- Safeguarding Children vulnerable to Gang Activity
- Supporting individuals vulnerable to violent extremism
- Private Fostering
- Children missing from home or care
- Children missing education
- Children of Parents who Misuse Substances
- Children of Parents with Learning Difficulties
- Working with parents/carers with mental health problems
- Working with parents/carers with disabilities
- Disabled Children
- Protocol for dealing with domestic violence when children are involved
- Online – Children Exposed to Abuse through the Digital Media
- Fabricated or Induced Illness
- Female Genital Mutilation
- Forced Marriage / Honour Based Violence
- Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & Guidance; Working with Sexually Active Young People
- Working with hostile, non-compliant clients and those who use disguised compliance

CHILDREN WITH ADDITIONAL NEEDS

The Ferrars Academy recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the academy is considering excluding, either fixed term or permanently, a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

POSITIVE HANDLING

There may be times when staff, in the course of their duty, uses physical intervention to restrain children, either to stop them from harming themselves or others. Should this occur the Principal requires the member of staff involved in any such incident to report it to them (or to the Vice Principal if unavailable). A record will be kept using an Incident Log Form, in case the action is later questioned. Physical intervention should be carried out in line with the Positive Handling Policy.

CHILDREN MISSING IN EDUCATION

The Academy must monitor pupils' attendance through their daily register. The Academy will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. The Academy has a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Parents wishing to transfer their child to another school or home educate must complete the relevant notification form before their child's last day at the academy. Any child that does not attend their transferring school or has not been registered with the local authority home schooling service, will be reported as a 'Child Missing in Education' (CME) in accordance with the Children Missing in Education Policy.

WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The academy also places due regard to the guidance contained in 'What to do if you are worried a child is being abused, 2015'.
- If, in consultation with the LSCB Thresholds Framework the level on concern sits at Level 2 or 3 and Early Help Assessment should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the academy, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the academy will seek advice from the Early Help Hub.
- The academy will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the academy will follow the step-up procedures published by the LSCB
- In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the academy will follow the LSCB procedures for resolution of professional disagreements, also known as escalation.

The academy acknowledges that its policy will inevitably lead to some investigations being triggered which do not substantiate the allegations made, as well as those that do. It is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of real abuse.

"If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated lead should be informed, as soon as possible, that a referral has been made." - Keeping Children Safe in Education 2018

INVOLVING PARENTS / CARERS

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Officer. However there may be occasions when the academy will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through: The school prospectus, website, newsletters and the Keeping Safe leaflet.

DATA PROTECTION

"Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children." - Keeping Children Safe in Education 2018

Information about children and families, regarding safeguarding concerns will only be shared in a professional context within the limits of information sharing on a 'need to know' basis.

CONFIDENTIALITY

Adults at the academy should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that they will personally take whatever steps that they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

MULTI-AGENCY WORK

It may be necessary for the academy to work with other agencies in relation to keeping children and vulnerable families safe. The academy will share data with other agencies in regards to safeguarding and data protection fears should not stand in the way of information sharing.

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Officer to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.

We will co-operate with any child protection enquiries conducted by children's social care: the academy will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.

We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the academy is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the academy will contribute to the preparation, implementation and review of the plan as appropriate.

If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN OR CHANNEL the academy will contribute to such arrangements.

RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF

- The academy will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he may pose a risk of harm to children
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to Principal. If the concern relates to the Principal, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Principal is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day. The LADO in Luton can be contacted on 01582 548069.
- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day.
- The academy will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education 2018 and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the academy dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is a qualified teacher, the academy will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The academy will adhere to the Statutory Guidance contained within Keeping Children Safe in Education 2018 with regard to record keeping, references and compromise or settlement agreements.

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing 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. Staff can call 0800 028 0285 - line is available from 8:00am to 8:00pm, Monday to Friday and email help@nspcc.org.uk.

DEALING WITH AN ALLEGATION OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (DO NOT ask questions like 'Did he do... to you?')
- If it is necessary to seek further clarification use a minimum number of questions using the acronym 'TED' as a reminder that the child can be encouraged to 'Tell', 'Explain' and 'Describe' the concern. Staff should keep to open questions such as What? When? Who? How? Where? It is important to remember that questions should only be asked to help clarify whether the child is at risk of harm. Once clarification is achieved, no further questions should be asked.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Principal or the Designated Safeguarding Officer.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Officer or Principal.



Policy Statement for Child Protection – Guidance for Members of Staff

Staff should be aware that safeguarding and promoting the welfare of children is everyone's responsibility. All staff, Governors, students and volunteers should be DBS checked before starting work. If a DBS check is not in place an individual must be accompanied at all times.

All staff will undertake online safeguarding training and safeguarding training delivered by the Family Worker as part of induction and records of this are kept in the main office. Additional safeguarding training is also delivered during the year as required.

Staff who observe injuries that appear to be non-accidental or who are told anything significant that causes concern about a pupil should report their worries/ the disclosure immediately to the designated safeguarding officer (DSO, Sarah Green) or one of the Deputy Designated Safeguarding officers (DDSO, Sarah Kelly, Deb Sewell or Marie Jennings) in her absence and then complete a CPOMS safeguarding log. This includes an injury to a child even if reported to a member of staff by a parent. Staff should understand that confidentiality cannot be guaranteed if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare. The Safeguarding Officer will make a decision on the action needed to be taken.

Staff speaking to a parent regarding a sensitive issue should ensure that they have another member of staff with them as appropriate and use a vacant room preferably the Visitors Room. If staff are concerned that a child has suffered FGM or sexual exploitation they should contact the relevant agencies immediately as per your legal obligations, where a member of staff is unsure of what to do they should contact the DSO immediately.

If a member of staff is required to change a child for any reason e.g. if they have soiled themselves TWO members of staff should be present.

Accusations against a member of staff should be reported immediately to the DSO.

Staff should read and be familiar with the school's Safeguarding Policy and Whistleblowing policy.

Guidance for staff on conduct with Pupils inclusive of working alone with pupils:

- Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers.
- Working alone with students may include: interventions, 1:1 coaching and mentoring, student counselling. To avoid misunderstandings and to keep yourself safe from allegations the following should be adhered to carefully:
- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' toilets / changing areas unless accompanied by a female member of staff.
- No member of staff should ever be behind a locked door with a child.
- Do not sit a child in between your legs.
- Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence.
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Designated Safeguarding Officer immediately.
- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door.
- When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured so that you can be seen clearly. Inform another adult of where you are and that you are alone with a child.
- Ensure that doors can be opened by a pupil in the event of an emergency, make sure catches are not locked (Computing Suite) and a pupil can reach door handles for example lone working in the crèche/meeting room, the internal doors should be left open.
- Avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
- Avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact.
- Avoid any conduct that could be taken as a sexual advance.
- Report any incident that causes you concern to the Designated Safeguarding Officer in accordance with the School's Safeguarding Children Policy, and make a written record (signed and dated); and
- Report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Officer.

STAFF USER GUIDE FOR CPOMS (Child Protection Online Monitoring System)

The school has invested in CPOMS, a Child Protection Online Monitoring System. This replaces the hardcopy reporting forms as our means of reporting any safeguarding concerns. However these lilac forms will still be used if for any reason the online system is not available. It is vital that everyone follows the same procedures.

Staff may also log behaviour incidents, attendance monitoring, SEND information or conversations with parents on CPOMS if they feel that they are relevant to the Safeguarding Team for example parent lost job, benefits stopped, parents separated, parent has long/short term illness, parent is in prison, family bereavement etc.

For the simplicity of use all entries are classed as 'incidents' the category the user selects defines how the information is recorded.

RECORDING INFORMATION

Log in to CPOMS <https://ferrars.cpoms.net>

• LOGGING AN INCIDENT

- Select **Add incident**
- **Student:** Type in the pupil name you wish to report on; start typing and the system will make suggestions for completion. **Please click the right one as we cannot delete incidents.**
- **Incident:** Describe the incident you are recording; be accurate and specific; remembering to keep it factual and professional as this may be read by other agencies and parents/carers. Don't add your opinion and when mentioning staff members use new staff initial codes. If using a student name, make sure this is spelled identically to the Student or Linked Student fields.
 - What happened?
 - Where did it happen?
 - When did it happen?
 - Who was present when it happened?
 - Has it happened before?
 - What happened afterwards?
 - What happened beforehand?
 - Have you told anyone else?
 - It is ok to state why you are concerned by this
 - Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms'). Use reported speech.
- **Categories:** Select at least one category; you can select more than one if appropriate. DO NOT select a sub category.
- **Linked Students:** Type the name of any pupil that may be linked to this incident; this will ensure the incident is presented when viewing linked student records.

- **Body Map:** If appropriate, expand the Body Map and add markings to the illustration to indicate where physical evidence has been identified. Note the number that appears with each mark on the Body Map and refer to this number when describing the physical evidence.

Visible Marks or Existing Injuries

Record the detail:

- Area and part of body (right arm above elbow)
- Approximate size and shape (5cm in length/circular approx. the size of a 10 pence piece)
- Colour (if bruising, burn)
- Any other descriptive information (weeping/pungent smell/dry blood)
- Indicate area on the body diagram on CPOMS

Pass this information to the Designated Safeguarding Lead immediately if the marks/injury does not reflect the explanation given.

- **Date / Time:** Enter the Date and Time the incident occurred. These will both default to the current Date and Time.
- **Alert Staff Members: ALWAYS** click the **Safeguarding Team**. The Safeguarding Team will add any staff members who should be aware of the incident. Staff will be alerted to the incident via their CPOMS Dashboard (the page they see immediately after login) Staff members who have been selected to receive alerts will also receive an email requesting that they login to CPOMS and review the incident.
- **Files:** If you have files to support the incident, these can be uploaded here (for example, meeting minutes). Press the upload button or drag and drop a file into the Files box.
- **Agency Involved:** Optionally, you can add any agencies that may be involved with this particular incident.
- When you have finished adding all details to the Incident, press the **Add Incident** button to submit the content and record it permanently in CPOMS. An alert will then be sent to the Safeguarding Team.
- Be aware that once you have added an incident, it is quite likely that you will receive an action from a member of the Safeguarding Team. **CHECK YOUR EMAIL OR CPOMS DASHBOARD FOR ACTION ALERTS.**
- A member of the Safeguarding Team will respond via CPOMS to what action to take and which staff member will do this. If no action is required then a response of NFA (no further action) will be sent.

- **ACTIONING AN INCIDENT**

- If you are given a CPOMS incident to read you will receive an email alert.
- Login to CPOMS and view the alert.
- If you are given an action. Carry out the action and record it under the incident you have been alerted to by clicking 'Add Action'. Again, alert the Safeguarding Team who will acknowledge your action and give further advice if required.
- **All staff MUST read CPOMS alerts.**
- You may get an action related to someone else's incident alert. Please don't assume that there is nothing to check if you haven't reported anything.
- **All staff MUST complete and record actions when they are given.**
- Follow up any actions as requested and log outcome as another action for the same incident. Do not create another incident for the logging of actions. You will notice that when it comes back to you, categories and agencies may well have been clicked. You will also be able to see other people's incident reports on occasion.
- Staff should remember that information on CPOMS is both sensitive and confidential, they must not discuss this confidential information with other staff members or leave the site open in view at school or public places. Any queries should be directed to the Safeguarding Team. CPOMS is completely secure – you may use full names when making reports. You can also access CPOMS from any internet connection (still secure) including school ipads.
- Ensure that you sign out of CPOMS after use.

APPENDIX A

Definitions and indicators of abuse

SIGNIFICANT HARM

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

PHYSICAL ABUSE

Physical abuse 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 an illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

HONOUR BASED VIOLENCE (HBV)

Victims can find it difficult to leave abusive relationships or ask for help if their immigration status is uncertain. They may face a number of issues such as a fear of deportation, bringing 'shame' on their families, financial difficulties and homelessness, or losing their children.

The notion of shame and the associated risk to the victim may persist long after the incident that brought about dishonour occurred. This means any new partner of the victim, children, associates or their siblings may be at serious risk of Significant Harm.

Behaviours that could be seen to transgress concepts of honour include:

- Inappropriate make-up or dress
- The existence of a boyfriend or a perceived unsuitable relationship e.g. a gay/lesbian relationship
- Rejecting a forced marriage

- Pregnancy outside of marriage
- Being a victim of rape
- Inter-faith relationships (or same faith, but different ethnicity)
- Leaving a spouse or seeking divorce
- Kissing or intimacy in a public place
- Alcohol and drugs use

It is important to be mindful that young people may be subject to honour based violence for reasons which may seem improbable or relatively minor to others.

Practitioners should never lose sight of the fact that they are interacting with extremely vulnerable women and men, who may be faced with making life changing decisions in an extremely short space of time. Many honour based violence victims, as in other forms of domestic abuse, just want the abuse to stop. They fear 'criminalising' their parents, families and/or their faith group and fear being isolated from their communities.

Indicators

It is likely that awareness that a child is the victim of an honour based crime will only come to light after an assault of some kind has taken place e.g. an allegation of domestic abuse or it may be that a child is reported as missing. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear of retribution from their family or community.

There may be evidence of domestic abuse, including controlling, coercive and dominating behaviour towards the victim. Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may occur.

Young people may be fearful of being forced into engagement/marriage.

Breast Ironing

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

The United Nations (UN) states that Breast Ironing affects 3.8 million women around the world and has been identified as one of the five under-reported crimes relating to gender-based violence. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue of girls as young as 9 years old. Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing.

The mutilation is a traditional practice from Cameroon designed to make teenage girls look less 'womanly' and to deter unwanted male attention, pregnancy and rape. The practice is commonly

performed by family members, 58% of the time by the mother. In many cases the abuser thinks they are doing something good for their daughter, by delaying the effects of puberty so that she can continue her education, rather than getting married.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

The Law and Breast Ironing

There is no specific law within the UK around Breast Ironing; however it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must act in accordance with safeguarding procedures.

Risks

The girl generally believes that the practice is being carried out for her own good and she will often remain silent. Young pubescent girls usually aged between 9 - 15 years old and from practising communities are most at risk of breast ironing.

Indicators

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

Where is it practiced?

Breast ironing is practiced in all ten regions of Cameroon and has been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. The charity CAWODIGO – CAME Women and Girls, is concerned that African immigrants have brought breast ironing practice with them to the UK. In their efforts to reduce the number of affected girls and women, CAME provides training for Cameroonian organisations working to protect girls from being abused through breast ironing and supporting families and communities.

Health consequences

Due to the instruments which are used during the process of breast ironing, for example, spoon/broom, stones, pestle, breast band, leaves etc. combined with insufficient aftercare, young girls are exposed to significant health risks. Breast ironing is painful and violates a young girl's physical integrity. It exposes girls to numerous health problems such as cancer, abscesses, itching, and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one or both breasts.

This form of mutilation not only has negative health consequences for the girls, but often proves futile when it comes to deterring teenage sexual activity according to CAME Women and Girls. The practice not only seriously damages a child's physical integrity, but also their social and psychological well-being.

FABRICATED OR INDUCED ILLNESS (FII)

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as Munchausen's syndrome by proxy. Munchausen's syndrome, also known as factitious disorder, is a condition where a person pretends to be ill or causes illness or injury to themselves. However, healthcare professionals in the UK prefer to use the term fabricated or induced illness, or factitious disorder imposed on another. This is because the term Munchausen's syndrome by proxy places the emphasis on the person carrying out the abuse, rather than the victim. The term Munchausen's syndrome by proxy is still widely used in other countries.

The following indicators are there to alert professionals to the presence of Fabricated or Induced Illness. In themselves there may be other explanations and therefore, they should be viewed in context:

- a mother or other carer who convinces their child they are ill when they are perfectly healthy
- a mother or other carer who exaggerates or lies about their child's symptoms
- a mother or other carer who manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- a mother or other carer who deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances
- a mother or other carer forcing the child to appear disabled (including learning disability)
- Obtaining specialist treatments or equipment for children who do not require them
- In extremes this could result in permanent disability or death

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. FGM is also known as female circumcision, cutting and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is illegal in the UK and is child abuse. It is dangerous and a criminal offence.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event or special occasion to 'become a woman'
- Child may talk about being taken 'home' to visit family or an older female relative visiting the UK

A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

The effects of FGM

It can cause:

- severe pain
- shock
- bleeding
- problems passing urine or incontinence
- infection such as tetanus, HIV and hepatitis B and C
- cysts and abscesses
- depression, flashbacks and self-harm
- organ damage
- blood loss and infections that can cause death in some cases

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity). However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM. FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school. Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them. Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

NEGLECT

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures

EMOTIONAL ABUSE

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 person. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

NB: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

PEER ON PEER ABUSE

The academy takes peer on peer abuse seriously and incidents of this kind will be dealt with in accordance with the Behaviour Management Policy.

CHILD TRAFFICKING

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

NSPCC

RADICALISATION AND INDICATORS OF VULNERABILITY

- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- **Extremism is defined by the Government in the Prevent Strategy as:**

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- **Extremism is defined by the Crown Prosecution Service as:**

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- or
- Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

SAFEGUARDING IN SPECIFIC CIRCUMSTANCE: YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

Under 18's Sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet

Incidents covered by this policy:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.

- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe Young people need education, support, and safeguarding not criminalisation.

National Police Chiefs Council has made clear that incidents of youth produces sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

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 school 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.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSO should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following should be considered:

- 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

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the

parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSOs may work with the young people involved to decide on the best approach for informing parents. In some cases DSOs may work to support the young people to inform their parents themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSOs have been told about the content of the imagery.

If a decision is made to view imagery, the DSO would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSO should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Principal can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether

they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only).

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family;
- Sudden loss of interest in school - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;

- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;
- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

APPENDIX B

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

- **Emotional**

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting.

- **Sexual**

For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behaviour, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs.

- **May Pose a Risk**

Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he may pose a risk of harm to children.

The Principal will not carry out the investigation him/herself or interview pupils.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries. Or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Multi Agency Safeguarding Hub. The LADO will also be informed.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures, the Principal will notify the Local Authority Designated Officer (LADO) (Tel: 01582 548069). The LADO will liaise with the Principal and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.
- If the Principal is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.

Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Luton Safeguarding Children Board.

WHISTLEBLOWING

Additional information and advice regarding whistleblowing can be gained from reading the Whistleblowing policy in the first instance or by telephoning the NSPCC Whistleblowing Advice Line on: 0800 0280285 or by email to: help@nspcc.org.uk

APPENDIX C

Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing guidance for practitioners and managers* published in March 2015.