



THINKING
SCHOOLS
ACADEMY TRUST

Thinking Schools Academy Trust
“Transforming Life Chances”

The Victory Academy

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Child protection and safeguarding policy

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Policy statement and principals

The Trust Board of Directors and the Regional Governing Bodies takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

As part of the Thinking Schools Academy Trust, there is also a Safeguarding, Attendance and Welfare Lead, who has received DCPC/DSL training and is able to provide support, advice and guidance as well as training, for all Academy staff.

In order to meet statutory requirements the Academy will:

- Ensure this policy is available on the Academy website.
- Place an electronic copy of the policy in the staff area of the Academy computer system/VLE
- Make available paper copies on request
- Raise safeguarding awareness through the school newsletter, assemblies, staff meetings and other communications
- Ensure support is offered to parents/carers where English is a second language to help them understand the content of the policy.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Medway safeguarding children board (MSCB).

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support The Academies responsibility to safeguard and promote the welfare of children is of paramount importance

- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties, and that they will be effectively listened to.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Policy aims

- To raise the awareness of all staff of the need to safeguard children and provide all staff with the necessary information to identify and report possible cases of abuse allowing them to meet their child protection responsibilities.
- To ensure consistent good practice emphasising the need for good levels of communication between all members of staff as well as a structured procedure which all members of the Academy will follow in cases of suspected abuse.
- To demonstrate the Academies commitment with regard to child protection to pupils, parents and other partners.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and able to approach adults if they need help knowing they will be listened too.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Academy, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Safeguarding legislation and guidance

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Section 157 of the Education Act 2002; The Education (Independent Schools Standards) (England) Regulations 2003 in line with government publications: “Working Together to Keep Children Safe” 2015, Statutory Guidance for Schools and Colleges “Keeping Children Safe in Education” September 2016, Revised Safeguarding Statutory Guidance 2 “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if you are worried a Child being abused” 2015, Mandatory Reporting of FGM – procedural information HM (2015), CHANNEL Duty guidance, HM Government (2015), Prevent Duty guidance, HM Government (2015). The guidance reflects “Guidance for Safer Working Practice for Adults who work with Children and Young

Roles and responsibilities

The Designated Safeguarding Lead (DSL) For Children and Families

- Has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Is directly line managed by the Head Teacher/Principal.
- Is appropriately trained with regular updates.
- Acts as a source of support and expertise to the school community.
- Has a working knowledge of MSCB procedures.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil’s general file. Access to such records is strictly controlled.
- Refers cases of suspected abuse to children’s social care or police as appropriate
- Ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained through use of the Trust Safeguarding File Transfer Form.
- Attends and/or contributes to child protection conferences.
- Coordinates the school’s contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies including the MSCB
- Liaises with the TSAT Safeguarding Lead to ensure that the child protection policy and procedures are reviewed and updated annually.
- Makes the child protection policy available publicly, on the school’s website or by other means.
- Through liaison with the Attendance Manager will ensure that the Social Worker, of any pupil with a child protection plan who is absent without explanation, is informed the same day.
- Together with the Head Teacher/Principal, completes an annual report for the Regional Governing Body and the Local Safeguarding Children’s Board if required. The report will contain information on training undertaken in relation to safeguarding of all staff, number and type of incidents/cases, numbers of children subject to a child protection plan, child in need plan, Looked after children and those being supported by a team around the family plan. The report will be anonymised.
- To develop a culture of listening to children and taking account of their wishes and feelings.

The deputy designated safeguarding lead(s)

Is/are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Board of Directors and Regional Governing Bodies

All members of the Board of Directors and the Regional Governing Bodies understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a staff behaviour (code of conduct) policy.
- All staff are given the guidance to read “Keeping Children Safe in Education September 2016”.
- The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training and that at least one member of the Governing body has also completed Safer Recruitment training.
- The Academy has procedures for dealing with allegations of abuse against staff and volunteers and will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- Senior Leader in each Academy directly line managed by the Head Teacher/Principal has safeguarding responsibility if not the Head Teacher/Principal themselves: DSL in Medway Academies, DOSC/DSL in Portsmouth Academies, on appointment undertake interagency training as well as ‘new to role’ and ‘update’ training every year.
- All other staff have Safeguarding training updated on a regular basis.
- Any weaknesses in Child Protection are remedied immediately.
- ‘Mechanisms’ are in place to assist staff to ‘understand and discharge their role and responsibilities’ as set out in Part one of Keeping Children Safe in Education.
- The Deputy CEO will liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher/Principal/Executive Team or CEO. In the event of an allegation against the Deputy CEO, the CEO will contact the LADO.
- All staff and volunteers are provided with child protection awareness information at induction including the name of the DSL so that they know who to go to if they have a concern.
- All members of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse through delivery of whole school training.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Trust Child Protection and Safeguarding Policy, available on the Academy website.
- Academy lettings policy will seek to ensure the suitability of adults working with children on Academy sites at any time.
- Community users organising activities for children are aware of the Academy Child protection guidelines and procedures.
- The Regional Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- That enhanced DBS checks are in place for Chairs of Regional Governing Bodies. The Chair of the Directors is counter signed by the Secretary of State.
- The name of the designated members of staff for Safeguarding and Child Protection will be clearly advertised in the Academy, with a statement explaining the Academies role and monitoring cases of suspected abuse.
- The Designated Looked After Child Teacher is a qualified teacher and a legal requirement.
- The Academy will comply with the requirements of the Counter Terrorism and Security Act to have due regard for the need to prevent people being drawn into terrorism and will act in accordance with its “Prevent” duty. This will include promoting British Values and building resilience to radicalisation, all staff completing Prevent training in order they can identify the signs of children being radicalised, working together with social care and Police Prevent Engagement Officer and referring as appropriate, the young person to the Channel Panel under the Prevent strategy.

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Supporting Children

Safeguarding is not just about protecting children from deliberate harm. It also includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, Children Missing Education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

We recognise that all adults at this Academy have a full and active part to play in protecting and safeguarding the children in our care, and that the pupil's welfare is our paramount concern. We aim to provide an environment in which pupils feel safe, secure, valued and respected; and where they feel confident and know how to approach responsible adults if they are in difficulties.

The Department for Education has produced advice 'What to do if you are worried a child is being abused 2015'. This contains advice to help practitioners identify child abuse and neglect and take appropriate action in response.

Good practice guidelines

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Early Help

Without intervention, a family may break down or a child may be put at risk of neglect, emotional, physical or sexual harm. This also includes the risk of extremism. The Academies have no pre-prescribed criteria for supporting children and families. Each case is assessed according to needs and a bespoke programme put in place for that child and/or family. Early identification of needs and support required can prevent concerns escalating. Early help plans should have focused outcomes for children and families, and should be actively planned with them. Plans should deliver evidence-based interventions using single agency or common assessment frameworks, and clear thresholds for specific agency intervention e.g. Social care, housing, mental health services. We see how early help can transform a child in school, not just what they are able to achieve academically, but how their personal, social and emotional development can thrive with the right support. We are committed to early help because it is the right thing to do for our children to give them the best start in life.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying

- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame itself and find it difficult to develop and maintain a sense of self-worth.

We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Self Harm

Self-harm is defined by the National Institute of Clinical Excellence Guidelines (2004) as an “expression of personal distress, usually made in private, by an individual who hurts him or herself”. Essentially, self-harm is any behaviour where the intent is to cause harm to oneself.

Where appropriate, the pupil should be encouraged to call his or her parents to talk about what has happened. The DSL should also talk to the parent/carer. In the event that a pupil is reluctant to contact his or her parents, staff must take responsibility and alert parents that their child may be at risk of harming him or herself in the future.

It is recommended that the Academy provide parents with both community and web-based resources for understanding and effectively addressing self-injury. Advice on seeking support through the GP should also be provided. Referrals for counselling and Mental Health support may be offered.

Looked After Children

Many looked after children have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress.

The role of the designated teacher within the school: The designated teacher should have lead responsibility for helping school staff understand the things, which affect how, looked after children learn and achieve. It is a legal requirement that they are a fully qualified teacher.

The designated teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment

for Learning;

- make sure that Looked After Children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within the school and rigorously tracking their attainment progress.

Where they are used effectively, PEPs improve the educational experience of the child by helping everyone gain that clear and shared understanding about the teaching and learning provision necessary to meet the child's education needs and how that will be provided. For this reason, **the school and local authority (through strong links between the designated teacher and the local authority virtual school head) have a shared responsibility for making the PEP a living and useful document.** Local Authorities are appointing a virtual school head who is a senior local authority manager with lead responsibility in the authority for improving the educational achievement of looked after children by tracking and monitoring their progress as if they were in a single school.

As part of the arrangements for monitoring the effectiveness of the role, governing bodies should as a minimum, receive an annual report from the designated teacher. The report should enable the governing body to make overall judgements about the designated teacher role in the context of wider school planning.

Pupils with SEND

Children with disabilities and SEN have an increased vulnerability to abusive situations because they may need intimate care and may have cognitive impairments that prevent an understanding of appropriate adult behaviour. A lack of effective communication skills to share concerns and a reliance on adults can also be important factors. Safeguarding children and young people with SEN requires understanding, foresight and reflection. Keeping children safe from harm in school relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the Academies is essential. There are identifiable groups of children who are at greater risk of harm.

Understanding the risk factors behind child abuse enables us to target those children and families at greatest risk and ensure that monitoring processes are particularly robust for those pupils. An effective partnership between the SENCO, designated safeguarding officers and pastoral staff, should identify children and siblings with the highest risks on intake to the school and over subsequent terms. By linking the information on the school's SEN register; those with poor attendance, children who are looked-after, children with multiple exclusions and those who score highly on other risk factors, resources can be effectively focused.

The term "disabled" covers a wide range of impairments that have a different impact on the child, their needs and their experience of disabling barriers. Any one child's experience of their impairment will be unique to them. However, some issues will be common to the experience of children across a number of impairment groups including children with moderate, severe and profound and multiple learning disabilities; children with specific learning difficulties; children with physical or visual impairments; deaf children; children

with an autistic spectrum condition; children with physical or mental health needs; children with speech, language and communication needs; and children with behavioural, emotional and social development needs.

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Photos, Videos and Internet

Be clear about the purpose and what will happen to the photos when the lesson/activity is concluded. Ensure that a senior member of staff is aware and for what purpose. Avoid making images in one to one situations. DO NOT take, display or distribute images of children unless you have consent to do so, preferably in writing.

It is recommended that

- If a photo is used avoid naming the pupil
- If the pupil is named avoid using their photo
- Academies should establish whether the images will be retained for further use
- Images should be securely stored and used only by those authorised to do so

Under no circumstance should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material is illegal and if proven will invariably lead to the individual being barred from work with children and young people.

Children missing education

“Basic to safeguarding children is to ensure their attendance at school.”

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Academy staff should follow the Academies procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed in our anti-bullying policy on the school website

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All Academies keep a record of racist incidents.

Managing Allegations against other pupils (peer on peer abuse)

To be considered part of this process, at least one of the following will probably be involved:

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

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Peer on Peer abuse includes sexting. Peer on Peer abuse will be taken seriously and should never be tolerated or passed off as “banter” or “part of growing up”. Same-sex relationships Lesbian, Gay, Bisexual and Trans (LGBT) young people experience relationship abuse at similar rates as heterosexual young people and, for some, it can be an increased risk factor. LGBT young people can face additional barriers to identifying abuse and seeking help. They may be concerned about revealing their sexual orientation; fearful of homophobic reactions from family, friends and professionals and unaware of specialist support services.

Lessons and assemblies can be used as a way to help children understand, in an age-appropriate way, what abuse is and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Outside organisations will come in to deliver assemblies. All Academies will create a whole school ethos that makes it clear to children that if they have a problem, however big or small they can talk to a member of staff. Ways to do this can include:

- displaying posters signposting children to services that might be able to help them if they are worried, such as ChildLine.
- using 'Worry boxes' - which are either placed inside the classroom or around the building. If a child is feeling unsure about approaching an adult this can be a good way for them to share their worries.
- class activities may be a time where concerns are shared.

When an allegation is made by a pupil, against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the DOSC/DSL should be informed.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious

crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as victims. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Child Exploitation and e-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to students and young people, the Academy will ensure that it has appropriate measures in place such as security filtering as well as an 'acceptable use policy' linked to the e-Safety policy. The Academies will ensure that staff are aware of how to avoid compromising 'the position of trust' either in or out of the school and are aware of the dangers associated with the internet and other mobile technology. The Academies e-Safety policy will clearly state that mobile phone or electronic communications with a student at the school is **not** acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a student is at risk from internet abuse or cyber bullying concerns will be reported to the appropriate agency.

Trafficking of children

Children can be trafficked into the country from abroad or children resident in the UK can become victims of trafficking too and be moved within a town or between locations for the purposes of exploitation. Exploitation includes children being used for **sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud**. Often children and young people do not know that they have been trafficked. They may not want to tell their story for fear of not being believed, not knowing they are victims of crimes or fear of getting into trouble. They may still be under the control of their traffickers/exploiters. Even though a child may have been trafficked for a purpose other than sexual exploitation, they become highly vulnerable to physical and sexual abuse once they have been trafficked. Sexual exploitation of children is most likely to occur in informal locations, such as private flats. The use of trafficking for exploitative labour is often hidden and can be difficult to identify without the support of local communities. Risk indicators can include children who have unexplained moves, have not been enrolled into school or attended a GP practice, are being cared for by adult/s who are not their parents, are not in possession of their own travel documents, children who go missing from home or care, or unaccompanied asylum seeking children.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse. A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

FGM

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain, distress, and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period. Mandatory reporting came into force in October 2015. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Ritualistic Abuse linked to spirit possession

Some faiths believe that spirits and demons can possess people (including children). The use of any physical or psychological violence to get rid of the possessing spirit is abusive and should always be reported. Successful prosecution will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

Radicalisation and Extremism

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities, which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). All staff complete the on line Channel training.

The Prevent programme is a key part of the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. Schools and governing bodies have a critical part to play. The Department of Education guidance 'Keeping Children Safe in Education', (September 2016) refers to the risks of radicalisation and the guidance contains links to the Channel process. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people from radicalisation. It is about safeguarding children and adults from being drawn into terrorist related activity. It is not an entry to the criminal justice system but a needs based support and intervention programme. All staff complete the Channel online training.

Here are examples of indicators that *may* suggest vulnerability to violent extremism:

- **Expressed opinions** – such as support for violence and terrorism or the values of extremist organisations
- **Material** – possession of extremist literature; attempts to access extremist websites and associated password protected chat rooms; possession of material regarding weapons, explosives or military training

- **Behaviour and behavioural changes** – such as withdrawal from family and peers; hostility towards former associates and family; association with prescribed organisations and those that hold extremist views
- **Personal history** – Claims or evidence of involvement in organisations voicing violent extremist ideology or attendance at military/terrorist training

A practitioner from any agency working with the child, young person or adult could be the person to recognise that there has been a change in the individual's behaviour that may suggest they are vulnerable to violent extremism.

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead.

Visiting Speakers

The Prevent Duty sets out an expectation of clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. This includes a formal procedure for inviting speakers which involves approval by the Headteacher/Principal, appropriate checks on the suitability of the person, documented agreement that they understand they must abide by the Academies equality commitments including no statements that might cause offence to others or undermine tolerance of faiths or beliefs and no extremist material. Academy staff will know the content of the presentation before the event. Staff will bring any presentation that proves to be unsuitable will be brought to an early end by staff. Any presentation to raise funds will be with written permission by the Headteacher/Principal only. Normal visitor to the Academy procedures will be followed.

Work Experience (Secondary Academies)

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience, which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*.

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances, the school follows the guidance in Annex E of *Keeping Children Safe in Education (2016)* to ensure that hosting arrangements are as safe as possible and all relevant and appropriate checks are completed.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Should Academy Staff become aware of a Private Fostering arrangement they will inform the DSL who will consult with the family and if appropriate will inform Social Care.

It is a statutory duty for the school to inform the Local Authority when it is made aware of a child or young person being subject to private fostering arrangements.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others. At all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded in writing using the Trust Serious Incident form.

Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Handling* technique.

We understand that physical intervention of a nature, which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundary.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Thinking Schools Academy Trust whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place and is available on the website.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher/Principal should be reported to the Deputy CEO.

The NSPCC whistle-blowing helpline number 0800 028 0285.

Abuse of position of trust

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

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

The schools Staff Code of Conduct sets out our expectations of staff.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. The ICT Acceptable Use policy and Mobile Devices are available on the website.

Allegations against staff

All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

When an allegation is made against a member of staff, our set procedures must be followed. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school's Managing Allegations against Staff policy and procedures. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and are in the Staff Code of Conduct Policy.

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. The vast majority of adults who work with children in education settings act professionally and seek to provide a safe and supportive environment, which secures the wellbeing and very best outcomes for children and young people in their care. Much relies on pupil and staff interactions where tensions and misunderstandings can occur. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher/Principal. If the allegation made to a member of staff concerns the Headteacher/Principal, the person receiving the allegation will immediately inform the Deputy CEO, who will contact the LADO, without notifying the Headteacher/Principal first.

If an allegation is made about a member of the Proprietor Body, the person receiving the allegation will immediately inform the Deputy CEO or The Trust Safeguarding Lead, who will contact the LADO.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

New staff and governors will receive a briefing during their induction, which includes the Academies child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Headteacher (unless the Headteacher is the DSL) and governors will receive training that is regularly updated. All staff will also receive a wide range of comprehensive safeguarding and child protection updates via email, e-bulletins website access and staff meetings throughout the year.

Staff understand the difference between a 'concern' and 'immediate danger or at risk of harm' ensuring appropriate action is taken through whole school training and weekly safeguarding bulletins. All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse through delivery of whole school safeguard training.

Safer recruitment

Our Academy complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the MSCB by carrying out safer recruitment checks for all new employees. The Academy follows the Thinking Schools Academy Trust Staff Recruitment and DBS policy and procedures, which can be found at www.tsatrust.org.uk

At least one member of each recruitment panel will have attended safer recruitment training.

All new employees (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the school. This is captured through the New Starter pack.

The Academy obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken and is audited on a regular basis by the Headteacher/Principal, Chair of the RGB and the Safeguarding Lead for the Trust.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Academies have a responsibility for identifying approved adults who are collecting children from school.

All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

The Academy will not accept the behaviour of any parent or individual that threatens the Academy security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in the decision to refuse access onto the Academy site for that individual. See the Trust Parent/Career Conduct Policy.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Our lettings policy will seek to ensure the suitability of adults working with children on Academy sites at any time. Community users organising activities for children are aware of the Academy child protection guidelines and procedures provided as part of the lettings arrangement.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Prevention

We recognise that the Academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Academy community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtime.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities, which equip children with the skills they need to, stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel.
- Ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day

- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **record of concern form** to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **record of concern form** and hand it to the DSL as soon as possible
- seek support if they feel distressed.

Following completion of a record of concern, staff will be provided with a feedback of action taken by the DSL. Staff have a duty to challenge this action with the DSL if they disagree and retain a duty to refer to social care themselves if they believe this to be the correct course of action.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff are expected to treat information they receive about children and young people in a discreet and confidential manner. Confidential information should never be used casually in conversation or shared with any person other than a need to know basis.

Staff should only discuss concerns with the DSL, Headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant

agencies, where that information may help to protect a child.

The Trust Subject Access policy is available to parents and pupils via the website or on request.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the Headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Supporting Staff

All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Through the existing Academy system of performance management, mentoring and staff consultation arrangements, we will ensure that staff have routine opportunities to reflect on the well-being of their students and to consider if there are any safeguarding concerns or suspicions. We recognise that staff working in the Academy, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing regular sessions to talk through their anxieties with the DOSC/DSL and to seek further support as appropriate, through the Safeguarding, Attendance and Welfare Lead for the Trust. Decisions made in these meetings will be recorded.

Appendix One

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or

scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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. 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, although it may occur alone.

Sexual abuse

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

Neglect

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.

Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children. Domestic Abuse is always a Child Protection concern.

To help protect and safeguard children within schools, the Police in Medway, will be sharing brief summaries of Police reports with the Academy following a domestic abuse incident. We hope this information will ensure we are best placed to help and support our children and families.

If you need help and support to deal with domestic abuse there is a very good website giving information on all local resources at: www.domesticabuseservices.org.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

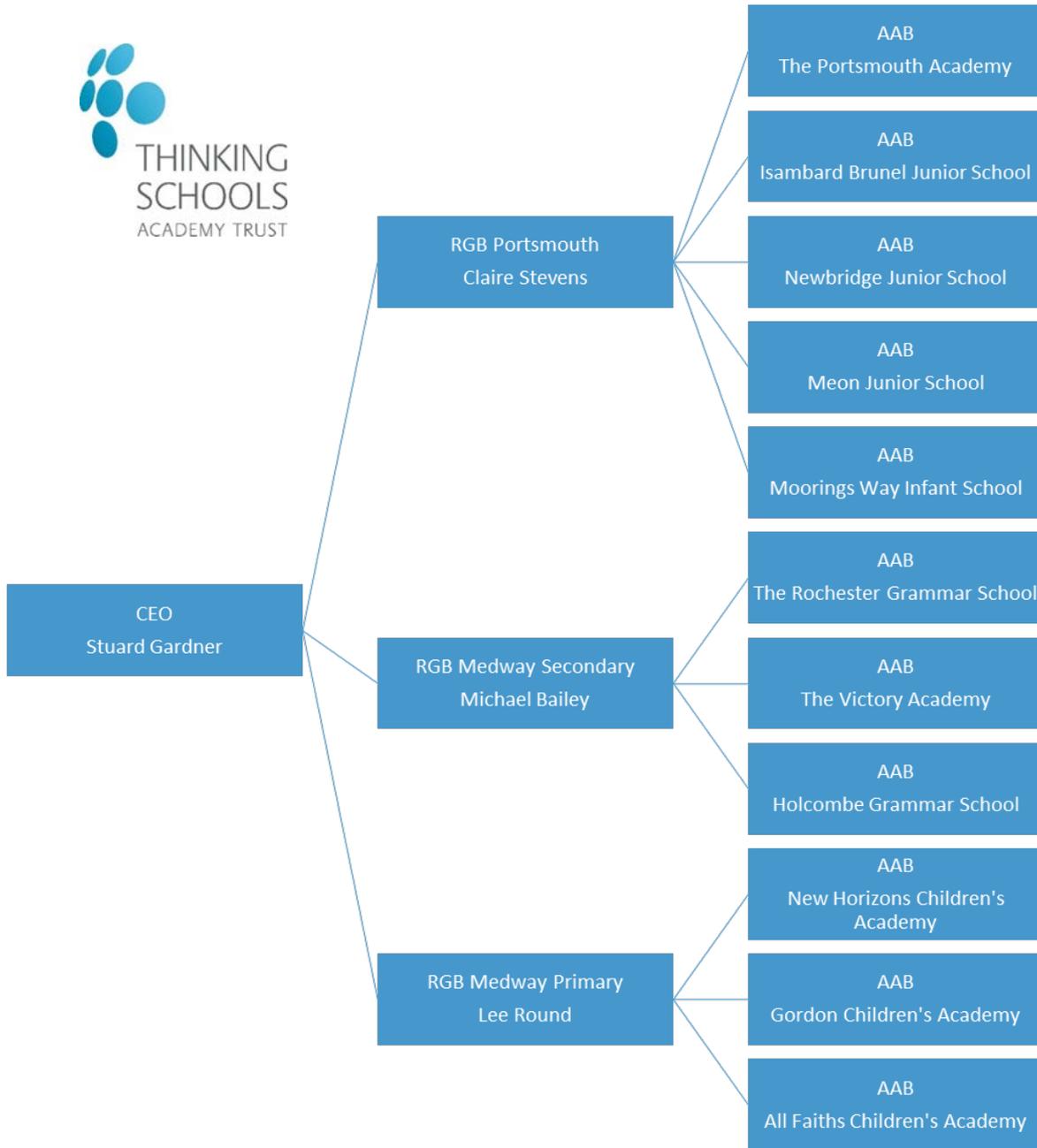
Individual indicators will rarely in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix Two

Related Safeguarding policies

- Staff behaviour/code of conduct
- Behaviour Management Policy and Guidelines for the Use of Physical Intervention
- Complaints procedure
- Teachers Standards 2012
- Staff Code of Conduct 2015
- Safer Recruitment Guidelines
- Keeping children safe in education: childcare disqualification requirements
- Whistleblowing
- SEN
- Attendance and Missing children
- Management of safeguarding allegation
- E-Safety including the use of mobile devices
- ICT Acceptable Use Policy
- Subject Access Request and Information

GOVERNANCE & SAFEGUARDING HIERARCHY



In addition to the Governance Structure above there is the position of
Safeguarding, Attendance and Welfare Lead
Lee Lucas

AAB
School Name
Name of person with safeguarding interest

Safeguarding Team at The Victory Academy

INSERT AACADEMY NAME Safeguarding Team	
Role	Name
Designated Safeguarding Lead for Children and Families.	Ann Pullen
Deputy Designated Officer/s	Maxine Hall Loretta Miller
Other Trained Officers	Mandy Gage
Linked Regional Governor for Child Protection and Safeguarding	Michael Bailey
Linked Academy Advisory Board for Child Protection and Safeguarding	Thabi Hollingsworth

Safeguarding Lead at Thinking Schools Academy Trust

Lee Lucas, Trust Safeguarding, Attendance & Welfare Lead

Telephone: 01634 3366565 07970 741 979

Email: l.lucas@tsatrust.org.uk

Portsmouth LADO 0239288 2500 **MASH** 0239268 8793

Emergency Out of Hours 0300 555 1373

Medway LADO 01634 331017/331053/331126 **Social Care** 01634 334466

Emergency Out of Hours 0845 7626777

NAME OF ACADEMY HERE

CONFIDENTIAL SAFEGUARDING RECORD FORM

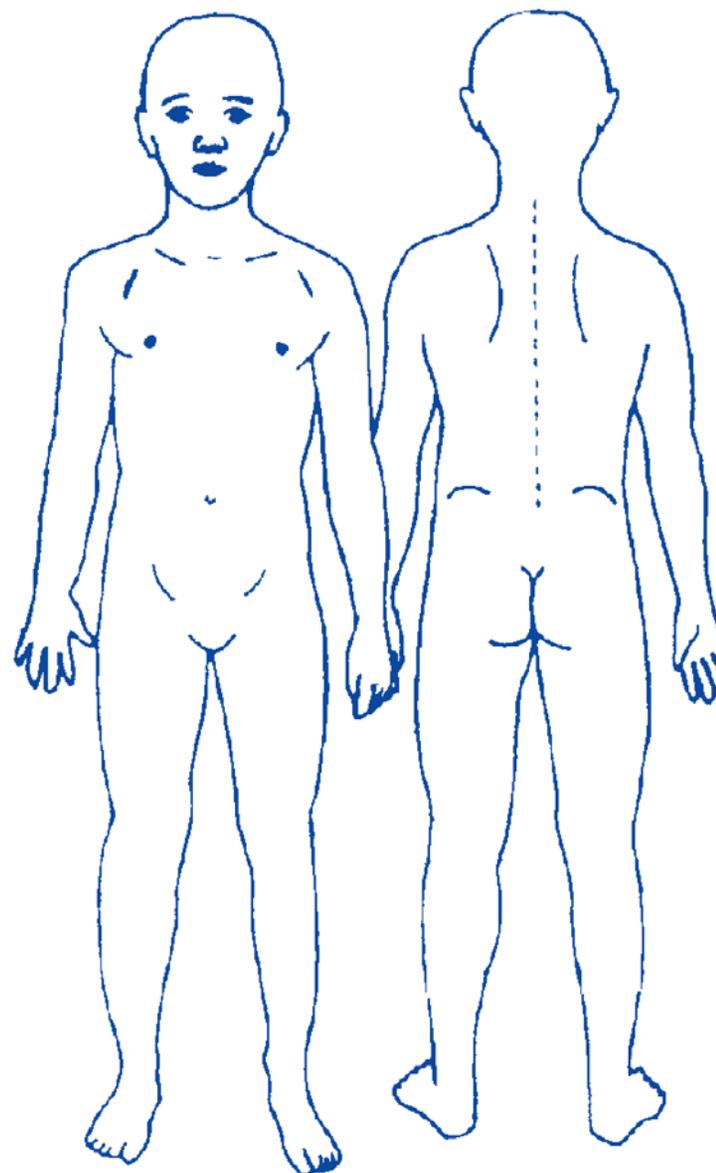
NB Body map on reverse of sheet if needed

Child's Name:	DOB:	Class:
Name of person completing form:		
Position:		
Date and time of concern:		
Details:	Names of witnesses and other information	
Signed:	Date and time:	

<i>To Be Completed By Designated Lead For Safeguarding Date and time concern received:</i>		
Reason For No Further Action:		
Actions Taken/To Be Taken	By Whom	By When
Safeguarding Chronology Updated	Feedback Form Completed <input type="checkbox"/>	
Signed	Date And Time	

DSL CHECKLIST FOR COMPLETE RECORD OF CONCERN

- child clearly identified
- name, designation and signature of person completing form populated
- date and time of any incidents or when concern noted
- date and time of written record
- clear distinction between fact, opinion, hearsay
- concern described in sufficient detail so that no further clarification is needed
- child's own words used including offensive/inappropriate language recorded verbatim
- record free of jargon
- written in professional manner without stereotyping or discrimination
- record includes body map if appropriate to show any visible injuries



Audit date:		Completed by:	
Overall RAG rating using key below:			
Action needed	Timescale	Name of position of person responsible	Date action completed

RED	Key information from checklist is lacking Urgent action needed to address deficiencies
AMBER	Key information is included Recording requires further improvement
GREEN	Record meets above required standard