

Proud to be a  Bright Futures EDUCATIONAL TRUST school

# **Marston Primary Academy And Nursery**



**Working Together To Be The Best We Can Be**

## **Child Protection and Safeguarding Policy**

Reviewed and Agreed by the Governing Body Autumn 2023

**MARTON PRIMARY ACADEMY AND NURSERY  
CHILD PROTECTION AND SAFEGUARDING POLICY  
‘Working together to be the best we can be’**

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**\* FREEDOM TO SPEAK OUT:** The safety of children and young people is paramount. Any staff concerns about the safeguarding actions taken by the DSL or DDSL should be taken, in the first instance, to the Head of School. Any staff concerns regarding safeguarding actions taken by the Head of School should, in the first instance, be taken to the Director of HR and Strategy of the Trust who will liaise with the CEO. As a last resort staff should call the NSPCC Whistle-blowing Helpline: 0800 028 0285.

**\*REPORTING A CONCERN:** Whilst there is a referral route for concerns (detailed in the following policy), **the principle in all cases is ‘see something, say something’**. If a child discloses potential abuse, this **MUST** be reported to the DSL/DDSL or, or in a genuine emergency, to the police. Imminent risk of significant harm means a child is in danger at that moment and doing nothing would result in actual harm.

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## **COVID 19**

A supplement to this policy was published in April 2020 that addressed the specific safeguarding challenges associated with the COVID 19 pandemic and the ‘lockdown’/school closure circumstances. This supplementary guidance remained in force until such time as the COVID 19 strategies nationally were stepped down. The guidance may be particularly relevant should schools need to implement partial or full closures from September 2021, or if children (especially those deemed ‘vulnerable’) do not return to full-time, on-site school provision from September 2021. Further updates were provided in Spring 2021.

## **SEXUAL ABUSE BETWEEN PUPILS IN AND OUT OF SCHOOL**

During 2021, Ofsted conducted a review into sexual abuse in schools and colleges at the request of the DfE. The Review was conducted in the context of widespread disclosures of such abuse made via the ‘Everyone’s Invited’ website. The findings and recommendations of the Review are embedded in Keeping Children Safe... (2021) and, therefore, throughout this policy. A central message from Ofsted’s review is that we must never believe that sexual abuse between pupils ‘couldn’t happen here’. Indeed, we should assume that there is a likelihood that the prevalence of abuse between young people is something we underestimate, and our policies and practices should be based on the assumption that abuse between pupils is happening in our settings. Moreover, we should be alert to the fact that abuse happens in a range of contexts – formal and informal settings in school, beyond school sites and in ‘virtual’/digital contexts. Our preventative and reactive policies and procedures need to recognise this.

**Approved by the Full Governing Body Autumn 2022**

### **Named personnel with designated responsibility for child protection**

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Officer	Chair of Governors
2023-24	Miss Jo Reid	Mrs Carol Skinner	Mrs Sally Malin	Mrs Trish Latimer

Head of School: Mrs Alice Coyle

Executive Principal: Mrs Ruth Coupe

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## **SECTION 1: VISION AND VALUES**

### **Mission**

Underpinning all our work is our Trust’s shared mission that places young people, families and communities at the heart of everything we do. We are a true community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect and innovation. We inspire excellence and believe in nurturing the abilities of all within our school and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all of our young people will have a bright future.

### **Safeguarding statement**

As part of Bright Futures Educational Trust, we recognise our moral and statutory responsibilities 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 agreed procedures to ensure that pupils receive effective support and protection. We recognise that safeguarding is **everybody’s** responsibility. Induction and refresher training for all staff, local governors and trustees is a **requirement**. All staff working directly with children must read and be familiar with ‘Keeping Children Safe in Education’ (Part 1). Those not working directly with children and young people must read and be familiar with either Part 1 or Annex A of KCSIE (2022).

**All staff must read and be familiar with ‘Keeping Children Safe in Education’ (Part 1). Those working directly with children and young people must additionally read and be familiar with Annex A of KCSIE.**

Training for governors should ensure that they have sufficient knowledge to provide strategic challenge, testing and assuring themselves that school safeguarding policies and procedures are effective and robust. This is not just about receiving data from staff but testing what that data may say about policy and procedures and whether they need to be strengthened.

Marton Primary Academy is committed to working together well with all relevant agencies in order to promote effective safeguarding arrangements. The Designated Safeguarding Lead, Head of School Executive Principal and governing body are aware of the arrangements in place for Blackpool. Our statutory partners responsible for leading safeguarding arrangement locally are: the local authority, police and integrated care systems (health). We will, of course, also work with wider agencies in the health and voluntary and community sectors.

## **What are the policy and procedures for?**

**This policy should be read in conjunction with the Trust's overarching policy.**

In order to comply with the statutory duties and responsibilities to safeguard and promote the welfare of children and young people, this policy and procedures are specific to and address the needs of the communities that Marton Primary Academy and Nursery serves.

It has been developed in accordance with the principles established under the Children Act (1989 and 2004), the Education Act **(2002 and 2011)**, **Education and Adoption Act (2016)**, **Teachers' Standards** (2012) and in line with the following Government guidance:

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Review of Sexual Abuse in Schools and Colleges (Ofsted) (2021)  
Multi-agency statutory guidance for dealing with forced marriage (2022)  
PACE Code C (2019): requirement for children to have an Appropriate Adult  
Domestic Abuse Act (2021)  
Working Together to Safeguard Children (2015) (updated September 2018 and Feb 2019)  
Relationships education, relationships and sex education (RSE) and health education (July 2019)  
Keeping Children Safe in Education (2016) (updated 2017 and May 2018 effective from Sept 2018, further updated from September 2019, September 2020 and September 2021)  
Sexual violence and sexual harassment between children in schools and colleges (2017 updated 2018 and 2021)  
What to do if you are worried about a child being abused (2015)  
Data Protection Act (2018) including the General Data Protection Regulation  
Information Sharing: Advice for Practitioners providing Safeguarding Service (2015)  
Prevent Duty Guidance (2015) (updated 2019)  
Counter-Terrorism Strategy – CONTEST (2018)  
Multi-Agency Statutory Guidance for Dealing with Forced Marriage and subsequent guidance (2014 and 2020)  
Multi-agency statutory guidance on female genital mutilation (2016 and 2018)  
Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter (2014)  
Promoting fundamental British values as part of SMSC in schools (2014)  
Preventing and Tackling Bullying (DfE) (updated 2017)  
Mental Health and Behaviour In Schools (DfE) (updated 2018)

## Who is the Policy for?

The policy applies to all staff employed at Marton Primary Academy and Nursery, all members of local governing body and their committees, all consultants or contracted staff and volunteers undertaking work on behalf of the academy. It is available publicly to give parents/carers and others the necessary assurance that the safety and well-being of children and young people are prioritised and well-managed.

## Aims

- To ensure that the safety, protection and well-being of all pupils is paramount.
- To ensure that **all staff** and approved volunteers work safely, understand and act upon their responsibilities to keep children safe.
- To ensure that all pupils, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection, recognising the potential for particular vulnerabilities amongst certain groups where stereotyping might prevent the recognition of signs of abuse.
- To ensure that children know that there are trusted adults in school whom they can approach if they have concerns or feel unsafe.
- To ensure pupils and staff involved in child protection issues will receive appropriate support.
- To provide all staff with the information and framework necessary to enable them to meet their statutory responsibilities in relation to safeguarding pupils.
- To ensure consistently good safeguarding practice across all schools in the Trust.
- To demonstrate publicly the Trust's and the Academy's commitment to the safeguarding of children and the promotion of safe working practices.
- To ensure that all staff remain vigilant to the risks of all forms of harm and abuse, including radicalisation, modern slavery, honour-based violence and female genital mutilation and that virtual/digital contexts are equal in significance to any other places where abuse could occur.
- To promote good multi-agency working to prevent and respond appropriately to cases of harm and abuse.
- To ensure that all those responsible for governance within the Trust are aware of their duties and responsibilities with regard to safeguarding and discharge them appropriately.

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**Terminology in this policy**

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

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

**Staff** refers to all those working for or on behalf of the Trust in Marton Primary Academy and Nursery. This includes part time, full time, temporary, permanent and people working regularly in a voluntary capacity.

**Child/children:** everyone under the age of 18.

**Pupils/pupils:** refers to those children and young people who receive education in **any of the Trust's schools**.

**Parents:** refers to birth parents and all other adults who are in a parenting role or who have rights of parental responsibility, for example, stepparents, foster parents, carers, adoptive parents.

**School:** refers to any establishment within Bright Futures, e.g. nursery, primary, secondary, special or post- 16 and any other setting that may become part of Bright Futures including where Bright Futures is the provider of educational services under contract.

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## **SECTION 2: PROCEDURES AND PRINCIPLES**

### **Concerns about a child's safety or welfare**

Marton Primary Academy and Nursery has a clear set of procedures to follow if they have any concerns **about a pupil's welfare** (See Appendix 1). The following principles are embedded in our procedures:

Any pupil seeking help with a problem must be reassured and their concerns taken seriously. Staff should be aware that children will not always be ready to tell someone that they are being abused and may not even recognise that their experiences are harmful. Embarrassment, threats, language and communication barriers may all inhibit disclosures. Staff should remain professionally curious and report their concerns to the DSL. By building a relationship of trust, the child may feel ready to disclose.

Any member of staff who suspects a pupil may be the victim of abuse must immediately inform the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL), **following this up with an electronic log on CPOMS.**

When a pupil makes a disclosure of actual or potential abuse to a member of staff, **the adult will remain calm and supportive and explain that anything that's said will also have to be shared with the DSL/DDSL.**

DSL/DDSLs and their safeguarding team will work to ensure there is appropriate support for the pupil and any family members involved.

The Executive Principal/Head of School will be informed when a safeguarding referral has been made but does not need to know the details.

Confidentiality must be maintained and the DSL/DDSL will work with all appropriate **agencies adhering to the 'Seven Golden Rules of Information Sharing' (2015):** necessary, proportionate, relevant, adequate, accurate, timely and secure. The DSL/DDSL should liaise with the three safeguarding partners (local authority, police, clinical commissioning group) and other agencies as appropriate. The National Police Chiefs' Council has issued guidance for schools on when to call the police – if a child is at imminent risk of significant harm, the police should be called immediately. (NPCC guidance) Advice on the maintenance and sharing of information, including case 'files' is given in Annex C of KCSIE (2021).

When a child is identified as having suffered harm or abuse or is at risk, a plan of support will be put in place.

**If children's social care teams are contacted, the DSL/DDSL will inform the family** stating that there is a concern and that social care are involved, unless social care advise that this is NOT appropriate.



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### **Guidance on dealing with disclosures**

It is important that Marton is a place where pupils, young people, staff, parents/carers and the communities feel able, confident and supported to speak up if they – or someone they know - are suffering or at risk from abuse or if they are aware of inappropriate behaviours. We aim to create and nurture a culture of openness, acceptance and support. We accept with humility that no matter how good our vigilance, relationships, systems, policies and processes there remains a risk that incidents of abuse may be happening without our knowing.

When dealing with a disclosure, staff should stay calm, be reassuring and not press for **information. It’s important not to appear shocked or disapproving of what you hear** and to listen carefully. Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn’t be given the impression they are creating a problem or made to feel ashamed for making a report. It is important that staff know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation. (see section below).

Staff should be aware that one presenting issue may not be the ‘whole story’ as safeguarding issues overlap. For example, a child disclosing sexual or physical abuse may be involved in criminal exploitation.

All concerns and details should be reported as soon as possible to the DSL/DDSL.

A CPOMS log is required as soon as possible after the conversation. This **should be a factual record using the child’s own words (as far as possible)**. The date and time of writing the report is automatically added when an entry is made.

It is the responsibility of the DSL/DDSL to make a decision on what action should be taken in response to a concern.

### **Early help**

Safeguarding does not always involve imminent risk of significant harm requiring an emergency response. Staff will also identify pupils who need support to stay safe and to grow and develop well but who are not at imminent serious risk.

The safeguarding team at Marton Primary Academy and Nursery hold regular meetings to monitor the progress of **children in receipt of or requiring ‘early help’ or planned interventions**. The DSL will ensure good information sharing with the multi-agency teams.

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Children who might benefit from early help include those with health conditions (including mental health needs), those with a family member in prison or impacted by parents/carers who are involved in criminal offences and those at risk of so-called honour based violence (e.g. female genital mutilation or forced marriage). Those persistently absent – including for part of the day – may also benefit from early help.

Marton Primary Academy and Nursery works in accordance with [“Keeping Children Safe in Blackpool”](#) guidance and uses the Blackpool continuum of need to identify how best to support and safeguard children. Where there is uncertainty staff will always consult **the local safeguarding board to ensure that children’s needs are met.** Where there is evidence of children and families who have some unmet needs and present as low risk the Deputy Designated Safeguarding Lead or the Safeguarding Officer will contact the family to complete an **Early Help Assessment. This EHA will be logged with the date on the child’s records in CPOMS** and the member of staff completing the EHA will then track the support provided.

### **SECTION 3: ROLES AND RESPONSIBILITIES**

#### **Designated Safeguarding Lead (DSL)**

Miss Jo Reid, a member of the Leadership Team, has been appointed as the Designated Safeguarding Lead (DSL) for Marton Primary Academy and Nursery and is responsible for co-ordinating child protection and safeguarding arrangements. Full details of the DSL role are contained in Appendix D of this Policy.

#### **Deputy Designated Safeguarding Lead (DDSL)**

Mrs Carol Skinner has been appointed as Deputy Designated Safeguarding Lead (DDSL). In accordance with Trust safeguarding arrangements the DDSL will:

- Be trained to the same high level as the DSL.
- Carry out those functions necessary to ensure the on-going safety and protection of pupils if the DSL is unavailable for any reason.
- In any long-term absence of the DSL, the DDSL will assume all the functions of the DSL as outlined in Appendix D. It may be appropriate in these circumstances for the school to appoint an additional DDSL.

#### **Executive Principal / Head of School**

The Executive Principal, Mrs Ruth Coupe / Head of School, Mrs Alice Coyle will:

- Ensure the Child Protection and Safeguarding Policy and Procedures are understood, implemented and adhered to by all staff and that there is a culture of openness and acceptance that helps everyone in school to feel confident in reporting concerns as part of a whole school approach to safeguarding.

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- Ensure that all teachers meet the expectation set out In the Teachers’ Standards that they manage behaviour effectively to create a safe environment.
- Allocate sufficient time, training, support and resources (including cover arrangements when necessary) to enable the DSL and the DDSL to carry out their roles effectively. This should include the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensure all staff have the ‘freedom to speak out’ feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Trust’s Whistle Blowing Policy.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including online safety and ensure that online safety is explicit in teacher training, all relevant policies and as part of the DSL’s role. Teaching and learning about staying safe will need to be accessible for all children, especially those who are vulnerable, victims of abuse and those with special educational needs and/or disabilities.
- Determine the approach to the safe use of mobile technologies, including 3G and 4G access to the internet.
- Ensure that arrangements are in place to make sure there is a minimum of **two contact numbers** for every child and that these are updated regularly.
- Liaise with the Local Authority Designated Officer where an allegation is made against a member of their staff.
- Ensure anyone who has harmed, or may pose a risk to a child is referred to the Disclosure and Barring Service after the appropriate procedures have been followed.

### **Local Governing Body**

The Local Governing Body at Marton Primary Academy and Nursery has specific Child Protection and Safeguarding undertakings which help monitor policy and procedure and support the Head of School and Senior Leadership Team in keeping safeguarding at the forefront of policy development. The need for governors to be trained in order to provide strategic challenge is a requirement of KCSIE (2022). These are detailed in Appendix E.

### **Board of Trustees**

The Board of Trustees has a specific Child Protection and Safeguarding undertaking which, amongst others, is to oversee that implementation of policy and procedures for the Trust are monitored. The Board will receive a regular update on safeguarding via the regular report of the CEO. This will highlight any strategic safeguarding issues and will inform the Board of any high-risk incidents and lessons learned. Training will need to equip trustees with the ability to offer strategic challenge, ensuring that policies and procedures are robust and effective. The Board has a duty to ensure that safeguarding and child protection remain at the forefront, underpinning relevant aspects of policy development. The specific duties are detailed in Appendix F.

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## **Staff**

All staff have a responsibility for keeping children safe. They should receive an induction that includes familiarisation with the school's safeguarding procedures. As a minimum, all staff will:

- Be aware and have an understanding of this the school's policy and procedures relating to Child Protection and Safeguarding.
- Be aware and have an understanding of the Trust's overarching Child Protection and Safeguarding policy.
- Read and familiarise themselves with Part 1 of 'Keeping Children Safe in Education' and those working directly with children and young people also need to read and be familiar with Annex A of KCSIE.
- Recognise and understand the indicators of abuse (see Appendix B).
- Know what to do if they are concerned about a child's welfare (see Appendix A).
- Undertake the appropriate safeguarding training as highlighted within this Policy.
- Be aware of procedures for promoting good behaviour and managing behaviour.
- Be aware of procedures for children missing from education.

## **SECTION 4: SPECIFIC SAFEGUARDING ISSUES IN SCHOOL**

### **‘Contextual Safeguarding’**

This recognises that children, especially as they move into adolescence, are involved in wider social contexts beyond home and school. This can include public places where children and their peers ‘hang out’, in parks, on public transport etc, but which may present increased risk of child sexual exploitation, peer on peer abuse, teenage relationship abuse, radicalisation, involvement in gangs or other forms of abuse. Contextual safeguarding acknowledges that safeguarding incidents that present in school may well be related to risks outside both the setting and even the home/family environment. Such risks include (but are not limited to) sexual exploitation, criminal exploitation and serious youth violence, sometimes in combination. It's important that we have an awareness of and assess the risks beyond the home and seek to ensure that interventions help to protect children in whatever contexts they find themselves. Contextual safeguarding is not simply about the child, however. It is about ensuring the context (the park, the shopping centre, public transport etc) is subject to a child protection assessment and intervention. For more information on this and the specific partnership role of school-based staff, see: <https://www.contextualsafeguarding.org.uk/resources/toolkit-overview/what-is-contextual-safeguarding/>

There are specific sections in this policy on child sexual exploitation serious violent crimes (including ‘County Lines’).

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For more information on this and the specific partnership role of school-based staff, see: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### **Children’s mental health**

All staff should be aware that mental health difficulties may, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should avoid, however, making assumptions that presentations of poor mental health are automatically signs of abuse.

Diagnosis of mental health problems should only be made by appropriately trained professionals such as our Educational Psychologists or colleagues in the health sector. Where children have suffered abuse and neglect or other potentially traumatic experiences in childhood, there can be a longstanding legacy that impacts adversely on their mental health and well-being, their behaviour and their education.

If staff have a mental health concern about a child that is also a safeguarding concern, action should be taken without delay, following the school’s referral process and/or consulting with the DSL/DDSL.

### **Domestic violence and abuse**

In recent years there has been a greater recognition of the serious and negative impact of domestic abuse on children and young people, even if they are not the direct victims of violence/other forms of coercive and controlling behaviours. Domestic abuse can happen to anyone. Domestic abuse happens across all socio-economic environments.

It is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

If children disclose incidents of domestic violence and abuse it is important that this is treated as a safeguarding issue.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

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Types of domestic abuse include:

- intimate partner violence
- abuse by family members
- teenage relationship abuse
- child/adolescent to parent violence and abuse.

### **Operation Encompass**

This programme helps schools and the police to work better together to provide emotional and practical help to children. When the police are called to an incident of domestic abuse where children are present the police inform the main contact (usually the DSL/DDSL) before the children arrive at school the following day. In this way, appropriate support can be offered to the child.

### **Homelessness**

Being homeless or at risk of homelessness presents real risks to children’s welfare. It’s important that the DSL/DDSL knows how to make referrals to the relevant local housing authorities. Referring to the local housing authority does not replace the need for a specific safeguarding referral to children’s social care if a child has been harmed or is at risk of harm. Whilst most instances of homelessness will relate to a child’s family it is possible that 16/17 year olds are living independently of their parents/carers. Where there is a risk of homelessness, children’s services will be the lead agency. If children below the age of 16 are living independently, this is clearly a safeguarding issue.

### **Cybercrime (eg ‘hacking’, spreading of malware)**

Cybercrime broadly refers to criminality performed using computer and digital technology. The crime may happen offline but be enabled by the use of technology or may occur online. Where children and young people are involved in this kind of activity there are the same safeguarding concerns that would exist in relation to involvement in any other form of criminality. Annex B of KCSIE (2021) details the typical forms that cybercrime can take and potential signposting that can be made to support children and families. Children may become caught up in cybercrime inadvertently through, for example, forums that exist around gaming but which use the attraction of a game to lure young people in and groom them.

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. We have experienced cases of child abduction by parents/carers and family members within Bright Futures. Child abduction can be committed by:

- parents or other family members

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- by people known but not related to the victim (such as neighbours, friends and acquaintances)
- by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe. Lessons should focus on building children's confidence and awareness rather than simply warning them about 'strangers'.

### **Preventing Extremism and Radicalisation – The ‘Prevent Duty’**

*‘The purpose of Prevent is at its heart to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. Our Prevent work also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. Prevent works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. Success means an enhanced response to tackle the causes of radicalisation, in communities and online; continued effective support to those who are vulnerable to radicalisation; and disengagement from terrorist activities by those already engaged in or supporters of terrorism.’*

### **CONTEST: The United Kingdom’s Strategy for Countering Terrorism (2018)**

Protecting children from the risk of extremism and radicalisation should be seen as part of all of the school's wider safeguarding duties. It is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There are planned opportunities in the curriculum for pupils to learn about positive social values (referred to in 'Prevent' as 'British values') as defined below (see also Section 6)

Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with influences such as family or friends. For some with needs relating to 'belonging' and 'identification', an extremist or terrorist group may appear to provide an answer. The internet and the use of social media, in particular, has become a major factor in the radicalisation of young people.

It is easy to assume that the risk of radicalisation is only associated with certain communities and belief systems. We should avoid those assumptions and remember that extremism happens at both ends of the political spectrum and involvement in activities such as, for example, extreme and violent animal rights campaigns, extreme left/right wing politically activity can equally lead to a child being at risk of radicalisation.

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There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:

- Spending an increasing amount of time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming more centred on extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group or cause.
- Communications with others which suggests identification with a group, cause or ideology, including the use of ‘scripted language’.
- Using insulting or derogatory names for another group.
- An increase in prejudice-related incidents committed by that person. These may include:
  - \* Physical or verbal assault.
  - \* Provocative behaviour.
  - \* Damage to property.
  - \* Derogatory name calling.
  - \* Possession of prejudice-related materials.
  - \* Prejudice related ridicule or name calling.
  - \* Inappropriate forms of address.
  - \* Refusal to co-operate with reasonable rules of compliance.
  - \* Attempts to recruit others to prejudice-related organisations.
  - \* Condoning or supporting violence towards others.

## **Definitions**

**Extremism:** Vocal or active opposition to fundamental British values as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism 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.
- Foster hatred which might lead to inter-community violence in the UK.



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**Radicalisation:** The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**‘British Values’/positive social values:** Democracy, the rule of law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs.

**Reporting concerns:** Recording and reporting concerns about a child who may be at risk due to radicalisation are carried out in the same way as other safeguarding concerns. If, however, a referral is made or advice is sought from statutory agencies, the referral may be passed on to a ‘Channel’ team for specialist assessment and intervention. We will adhere to Blackpool safeguarding partnership arrangements for details of how this works. The DSL should consider if it would be appropriate to share any information with a new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.

**Child Sexual Exploitation:** Child sexual exploitation (CSE) has been prominent in the press in recent years. Cases in Rotherham, Rochdale and Oxford have been widely reported but the prevalence of CSE is not limited to any particular geographical locations nor to specific communities.

CSE is a form of sexual abuse. Children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. There may be links between sexual exploitation and criminal exploitation where an abusive sexual relationship between a child and an adult may be used to coerce and control the child into carrying out criminal activities.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point. Some of the following signs may be indicators of sexual exploitation where children:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections or become pregnant.
- Suffer from changes in emotional well-being or menstrual problems.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or don’t take part in education.

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Children may not realise they are being exploited and abused; they may be manipulated into believing that they are in a ‘romantic relationship’.

**Female Genital Mutilation (FGM):** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM or have already suffered FGM.

**Known or suspected cases of FGM should always be reported.** Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales **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. Those failing to report such cases will face disciplinary sanctions.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from their group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

**Forced Marriage:** Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they do not have the capacity to give informed consent (e.g. if they have learning disabilities that specifically impact on that capacity).

Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (as it is a crime) and to the Forced Marriage Unit in the Foreign and Commonwealth/Home Office.

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Schools should not attempt to facilitate any kind of ‘family counselling’ or conferencing in relation to alleged forced marriage issues.

Further information is available at:

<https://www.gov.uk/guidance/forced-marriage#forced-marriage-unit>

**So-called ‘Honour Based’ Abuse and Violence:** So-called ‘honour based’ abuse and violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. It may include Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff has any concerns at all regarding honour-based abuse they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in communities need to be alert to the possibility of a child being at risk of or having already suffered honour based abuse. By the time that a disclosure is made it may be necessary to act very quickly to protect a child.

**Modern Slavery and Human Trafficking:** 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.

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 within your own country.

It is possible to be a victim even if consent has been given to be transported. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

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

- Sexual exploitation
- Forced labour – this is often seen in ‘cash only’ settings such as car washing, agriculture, mobile catering
- Domestic servitude
- Human 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.

In some cases, modern slavery is only discovered by children disclosing their parents’ situations at school. Where there is suspected modern slavery, advice should be sought immediately from the police by the DSL/DDSL or via the **Modern Slavery Helpline: 08000 121 700.**

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There is a National Referral Mechanism for victims (or potential victims) of modern slavery and a duty on specified public authorities to notify cases. Only specified organisations such as, for example, the police, NSPCC, local authorities can refer and may, therefore, need information from schools. The guidance is available at MODERN SLAVERY.

**Self-Injury/Harming:** Self-harm is when you somebody hurts themselves on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out. It is a very common behaviour in young people and affects around one in 12 people with 10% of 15-16 year olds self-harming.

If people self-harm it is usually as a result of another problem. It can happen if they are feeling anxious, depressed, stressed or bullied and feel they don't have any other way of dealing with these issues. Often self-harming brings only temporary relief.

Self-injury/harm describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury/harming can be a coping method for some young people. It can involve:

- Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing sharp objects or harmful substances.
- Head banging (hitting themselves against objects).
- Pulling out hair, including eyelashes and/or eye brows.
- Restrictive or binge eating.
- Overdosing.
- Self-neglect.
- Alcohol abuse.
- Taking undue personal risks.
- Sleep deprivation.

**Peer-on-Peer Abuse: sexual violence and sexual harassment between children**

Children can abuse other children. We take a collective view that it could happen here, no matter how vigilant we believe we are. There are many different forms peer-on-peer abuse can take. It can happen in school, out of school and in the digital worlds that young people increasingly occupy. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children can be at risk of harm from online abuse as well as face to face.

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Online abuse may include:

- Abusive, harassing and misogynistic messages: ‘physical abuse’ includes an online element that facilitates, threatens and/or encourages physical abuse
- Non-consensual and consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups (previously referred to as ‘sexting’)
- Sharing of abusive images and pornography to those who have no wish to receive such content.
- Current data suggests that perpetrators are much more likely to be male and victims female – but we should be vigilant to peer on peer abuse between people identifying as any gender.
- Perpetrators may operate in groups rather than as individuals

Additionally abuse between young people may include, but is not limited to:

- Gender based violence including in the context of intimate personal relationships between peers
- Sexual assaults; ‘sexual violence’ includes an online element which facilitates, threatens and/or encourages sexual violence
- Name calling and bullying (including cyber bullying) and prejudice-based and discriminatory bullying.
- Coercing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually or coercing them into sexual activity with a third party)
- Violent, humiliating, coercive initiation or ‘hazing’ activities – including any online elements.

It is important that we all recognise the possibility of sexual abuse between children whether or not it is reported. Learning about good, safe relationships and what to do if you feel unsafe should form part of pupils’ learning.

‘Upskirting’ is now a criminal offence under the Voyeurism (Offences) Act 2019 and is defined as: typically, when a photograph is taken under a person's clothing without their permission, for sexual gratification or to cause the victim humiliation, distress or alarm. Any form of peer-on-peer abuse, like any other abuse, should be treated seriously, challenged and not tolerated. There is a risk that ignoring abusive behaviour or passing it off as ‘banter’ creates a culture where sexual abuse becomes normalised. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible so that appropriate action – including referral to other agencies – can be taken. Action may also be taken without the need for a formal disclosure, for example, an adult may overhear a conversation or may learn of abuse by directly questioning a student.

If there is an online element to the alleged abuse, staff may confiscate any mobile devices that may contain evidence and hand these to the police.

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Children may be harmed by other children or young people and there will be occasions when a pupils may exhibit sexual violence and/or harassment. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18. Evidence suggests that girls, children with SEND and LGBTQ+ children are at greater risk. The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display such behaviour may be victims of abuse themselves and the child protection procedures should be followed for alleged victims and perpetrators. Staff who become concerned about a pupil’s sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

Specific guidance on sexual violence and harassment between children was issued in December 2017 and re-published in May 2018; it was further updated in 2021 and is available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

Importantly, all staff need to be clear that:

- Sexual violence/harassment are not acceptable
- Sexual violence/harassment should never be dismissed as ‘banter’, ‘having a laugh’, ‘boys will be boys’
- Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts *must be challenged*; dismissing or tolerating such behaviours risks normalising them.

Extensive guidance is provided in Part 5 of Keeping Children Safe in Education (2022). All policies, training, updates and guidance must include this as a specific topic, describing the school’s approach to dealing with these issues.

Below is additional information on:

- The whole school approach to peer-on-peer abuse
- Reporting systems and how everyone will know and understand them
- How peer-on-peer abuse can happen digitally and measures to manage and mitigate this
- How children with particular vulnerabilities can be supported in overcoming barriers to
- ‘Speaking up’ about abuse.

Managing situations where an alleged perpetrator and victim are in the same school is often difficult, as is the balance of risk. The wishes of the victim and the need to safeguard all children and young people need to be considered and arrangements formally recorded. The DSL will need to work in partnership with other agencies to manage allegations, investigations, the safety and well-being of all concerned and any outcomes.

Specific guidance on sexual violence and harassment between children was issued in December 2017 and re-published in May 2018 and is available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)

Importantly, all staff need to be clear that:

- Sexual violence/harassment are not acceptable.
- Sexual violence/harassment should never be dismissed as 'banter', 'having a laugh', 'boys will be boys'
- Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts must be challenged, dismissing or tolerating such behaviours risks normalising them.

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For any cases of sexual violence and sexual harassment, the designated safeguarding lead (or a deputy) should take a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. It is essential that all children who are victims of sexual violence and sexual harassment are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Where a report from a child includes an online element, be aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult pupils and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, Marton will be actively considering the risks posed to all the pupils and putting adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

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Depending on the report made by the student, the school will decide to:

- Manage the case internally.
- Complete an early help assessment working with in-house family support workers. • Make a referral to social care.
- Make a report to the police.

Ongoing support will be offered to the victim and staff may need to maintain arrangements to protect and support the victim for a long time. The school will also ensure that the alleged perpetrator continues to receive an education, safeguarding support as appropriate in addition to implementing any disciplinary sanctions.

This guidance is summarised in Annex A of Keeping Children Safe in Education (2020). All policies, training, updates and guidance at Marton Primary Academy must include this as a specific topic, describing the school’s approach to dealing with these issues. This training is lead by the DSL.

Managing situations where an alleged perpetrator and victim are in the same school is often difficult, as is the balance of risk. The wishes of the victim and the need to safeguard all children and young people need to be considered and arrangements formally recorded. The DSL will work in partnership with other agencies to manage allegations, investigations, the safety and well-being of all concerned and any outcomes

This guidance is summarised in Part 5 of Keeping Children Safe in Education (2021). All policies, training, updates and guidance in Marton Primary Academy must include this as a specific topic, describing the school’s approach to dealing with these issues.

Where an allegation of sexual violence/harassment is progressing through the criminal justice system it is important that schools do everything they can to maintain the anonymity of everyone involved, including having an awareness of the potential for social media to be used to spread rumours. The DSL will usually lead any risk assessments where there has been an allegation of sexual harassment/abuse and will consider: the victim, the potential for other victims, alleged perpetrators, all who may need protection (adults and children), the physical context of any incident and whether any actions are needed to make the location safe.

**Bullying:** While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a disastrous effect on a child’s wellbeing and, in very rare cases, has been a feature in suicide. The academy’s Anti-Bullying Policy should be referred to in all instances where bullying is suspected and action taken to ensure that bullying is prevented and responded to effectively. Cyber-bullying can be particularly harmful to victims as there is often no refuge from the platforms that enable this to be perpetrated.

It is important that children and young people learn about the need to use technology responsibly and understand the seriousness of online abuse. Prejudiced-based and discriminatory bullying need to be specifically referenced and with a description of both preventative measures and reactive procedures.



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**County Lines:** Criminal exploitation is sometimes referred to as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs or engage in other forms of criminal activity. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. Gang activity may involve children of different genders although their activities may be different.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

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

Any suspicion that children are involved in these activities must be reported via the normal safeguarding routes. Even though children may have committed criminal acts themselves they need to be treated as victims of abuse.

Typical signs of potential involvement in criminal exploitation are:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work and decline in performance
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
  
- Having hotel cards or keys to unknown places or unknown people appearing to 'take over' the child's home ('cuckooing') especially if the child is living independently.
- Vehicle crime and threatening/committing serious violence
- Children carrying weapons for protection

## **Safeguarding Pupils with Special Educational Needs, Disabilities and Medical Needs \***

KCSIE (2021) makes further specific reference to the safeguarding of particular groups of children and young people. There is a concern that for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should consider whether that is a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. The academy's Inclusion leader ensures that children with SEN and disabilities have got a greater availability of appropriate mentoring and support.

Marton Primary Academy and Nursery has clear procedures for managing prescription medicines which need to be taken during the school day. All staff are given clear guidance on the administration of medicines. All staff are issued with information at the start of each academic year which outlines the pupils with the asthma, diabetes, anaphylaxis and epilepsy. Staff have responsibility to check the medical information for all the children they teach. All staff will be notified of any changes throughout the academic year. ***\*Please read the MARTON PRIMARY ACADEMY Medical Policy for more details.*** <https://mpa.bright-futures.co.uk/wp-content/uploads/2022/04/supporting-pupils-with-medical-conditions-Oct-21.pdf>

## **Safeguarding children from groups who may experience increased vulnerability Looked after children, those on the edge of care and care leavers**

The most common reason for children to become 'looked after' is as a result of abuse or neglect. At Marton we ensure all staff have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority caring for the child. The DSL/DDSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Once children come into the care system, they are afforded special status and protection. This is not the case for children on the edge of care. The safeguarding team need to be aware of those children and young people who are known to social care but who are not formally in the care system and plan carefully how to safeguard these children.

Those who leave care, perhaps by being adopted, have the advantage of achieving a long-term family context. Even so, the safeguarding team will need to consider and plan for their safeguarding needs and issues.

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**Children missing from school**

As highlighted in the ‘Attendance...’ section (below) we closely monitor attendance, absence and exclusions. A child regularly missing school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school’s attendance team to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The academy will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage, forced labour and/or travelling to conflict zones.

**Privately fostered children**

A private fostering arrangement occurs when someone other than a parent or a close relative care 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 under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important the academy is alert to possible safeguarding issues, including the possibility a child has been trafficked into the country.

If a member of staff becomes aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children’s Social Care.

**Children who are lesbian, gay, bi or trans (LGBTQ+)**

There is no reason why children who are LGBTQ+ should be seen as inherently at greater risk of harm and abuse. However, they may be targeted for bullying or suffer exclusionary pressures. It is important that LGBTQ+ children have a trusted adult and a ‘safe space’ where they can express any concerns. It is equally important that all Bright Futures schools work to become more inclusive thereby reducing incidents of intolerance and bullying.

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### **Other vulnerable learners**

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure all pupils receive equal protection, all staff should give special consideration to those who are:

- Disabled
- 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
- Live in frequently disrupted 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
- Attending ‘alternative provision’ (see Appendix G for detailed guidance)

The above list provides examples of additional vulnerable groups and is not exhaustive.

### **Children in the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds.

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Making arrangements for the custody of children via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

<https://helpwithchildarrangements.service.justice.gov.uk/>

### **Children with parents/carers in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

<https://www.nicco.org.uk/>

### **Attendance, Exclusions, Children Missing from Education and Safeguarding**

Good attendance at school is a protective factor for children. Parents also have a legal obligation to ensure that their children attend school every day unless there is a good reason for absence.

Unexplained absences from school can indicate an increased risk of child sexual exploitation, radicalisation, neglect, ‘county lines’ or other forms of harm and abuse.

In accordance with academy’s Attendance Policy, absences must be rigorously pursued and recorded. In partnership with the appropriate agencies, timely action must be taken to pursue and address all absences in order to safeguard the welfare of pupils in our care. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or Common Assessment Framework (CAF), and form part of the evidence relating to child protection procedures. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME).

A pupil should not be taken off roll until we are sure of the pupil destination or instructed to do so by the Local Authority. We understand how important this practice is in safeguarding children.

Should a pupil leave the school grounds without permission a call is made to a member of SLT who will contact the police and ensure the parent/carer is notified. The incident, police reference number and any relevant outcomes are recorded on the Missing Child form and attached to a CPOMS log.

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All parents/carers who are collecting a pupil from the Academy during the school day will be asked to sign the pupil out in the signing out book.

The Designated Safeguarding Lead will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Local governors on exclusion panels need to be satisfied that any safeguarding issues that may arise from an exclusion are properly managed. Where it is felt that a pupil is likely to be permanently excluded, a full assessment will be instigated to ensure that there is improved understanding of the needs of the child and their family and that the key agencies are involved.

### **Part time timetables**

Occasionally schools may make a time-limited use of part time timetables for specific pupils. These should only be used to support the learning and/or medical needs of a child and to promote the re-integration and inclusion of pupils with particular needs.

Before a part time timetable is considered, a full risk assessment should be carried out with the help of the DSL to ensure that any potential or actual safeguarding issues are identified and properly managed. Regular and frequent reviews of the arrangements should be conducted to evaluate the success of a part time timetable arrangement and to ensure that no safeguarding risks have materialised or increased. The rationale for a part time timetable arrangement, the risk assessments and regular impact reviews and subsequent decisions all need to be formally documented.

### **Elective Home Education**

Parents have a right to elect to home educate. During the period of the Covid 19 pandemic there has been a significant increase nationally in the numbers of children being electively home educated. Where schools come across such requests and arrangements it is important that any on-going safeguarding concerns are properly communicated by the DSL to the relevant partner agencies. Where there are serious safeguarding concerns or the child is subject to a child protection plan/enquiries, an urgent referral should be made to children's social care. Elective Home Education is being considered in the Schools Bill currently going through the Parliamentary process and there may be updates during the 22-23 academic year.

## **SECTION 5: SAFEGUARDING IN THE CURRICULUM**

One of the most effective ways to safeguard children within and beyond the school is for them to learn about how to keep themselves safe in a range of different situations. Confident children who have learned how to deal with difficult and unfamiliar situations and who know how to speak out if things are wrong will also know how to stay safe

From early years right through to Year 6 we actively preparing our pupils for life in modern Britain and show vigilance in identifying any signs that fundamental British Values are being undermined. Pupils with low aspirations may be more vulnerable to radicalisation and all

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schools will work to equip their pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our curriculum promotes respect, tolerance and diversity and help pupils to understand and manage risks and keep themselves safe. The curriculum in all schools will promote respect, tolerance and diversity and help pupils to understand and manage risks and keep themselves safe. Schools can play an important role in preventative education, helping students to learn that sexism, misogyny, misandry, homophobia, biphobia, transphobia and sexual harassment/violence are unacceptable. Subject to students’ age and developmental stages they can be taught boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem. They may also learn how to recognise and deal with abusive relationships and the laws to prevent abuse, including FGM. This may be done through a variety of ways, including (but not exclusive to):

- Different strands of the curriculum e.g. specific eSafety, PSHE, Rights Respecting School Standards
- Themed assemblies.
- Staff working with pupils to help them think about risks they may encounter and work out how these risks might be overcome.
- Discussions about risk to empowering all pupils and promote sensible behaviour rather than fear or anxiety.
- Pupils learning through experience how to conduct themselves in a range of different situations, including preparation for the workplace.
- Encouraging pupils to share their views and recognise they are entitled to have different beliefs.
- Pupils being taught about how to deal with bullying, including cyber bullying, and how to stay safe when using the internet.
- Pupils being encouraged to speak to a member of staff about any worries they may have.
- By all members of our Trust and school family continually promoting and demonstrating an ethos of respect for all through the Vision, Mission, Values and Commitments

### **Online Safety and mobile device/phone use**

At Marton, we take online safety seriously. For online safety, there is a greater emphasis in KCSIE (2021) that online safety must be considered as part of the whole school approach to safeguarding and not as a separate issue. Most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school’s infrastructure, they also need to have a policy about children accessing the internet whilst they’re at school. A clear policy on the acceptable use of mobile technology is made known to all children which also deals with cyber-bullying. The DfE has published guidance (June 2019) on teaching online safety available via this link. Annex D of KCSIE (2021) contains comprehensive guidance on online safety and additional guidance is included in Part 2.

It is important that parents/carers are engaged in helping to children to navigate digital worlds safely, including awareness about risks such as online gambling. It is important that E-safety is regularly reviewed because it is a rapidly changing context in which new and changing risks emerge.

As schools have embraced digital platforms to support learning off site during the 2020/21 lockdowns, there has been far more scope for online abuse to occur. It is important that all online activities are properly assessed in terms of safeguarding, especially where there are live lessons. Pupils and staff need to be clear on the expectations associated with online learning and need to be aware of indicators of possible harm that can be seen through online learning. Appropriate filtering and controls need to be in place and only approved online meeting platforms used. DSLs should be involved in advising and assessing approaches to online learning from a safeguarding point of view.

Any teaching conducted virtually should adhere to the same high professional standards expected in all other contexts. We will need to ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Andrew Hall, safeguarding consultant, has offered the advice (below) for online lessons, especially if live webcams are used. Safe ways to work with pupils remotely include provision for pupils to access approved online resources or to have links to resources that the school has pre-recorded.

Specific considerations if online (live):

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Access to any live session must be by password/controlled admittance
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional
- Staff must only use approved platforms to communicate with pupils, noting that Teams and Zoom in particular have improved their security and password access arrangements.
- Staff should record, the length, time, date and attendance of any sessions held. Any safeguarding concerns observed or highlighted during any communication with pupils must be recorded and reported following the usual systems.

Please refer to the Bright Futures' E-Safety Policy.



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### **Filtering and Monitoring**

The Trust will ensure that appropriate filtering and monitoring systems are in place to prevent children accessing potentially harmful content and being aware when this may have happened so that a safeguarding check can be made. Filtering and monitoring systems need to be reviewed at least annually with a balance being struck between blocking harmful content without unreasonably impacting teaching and learning. The filtering and monitoring standards are set out here:

#### [FILTERING AND MONITORING](#)

### **Photography and Images**

Any person taking photographs, video or any other images of the academy and/or the pupils must comply with the regulations as set out in the Bright Futures’ eSafety and General Data Protection Regulation Policies.

## **SECTION 6: EDUCATIONAL TRIPS, VISITS AND RESIDENTIAL ACTIVITIES AND VISITORS IN SCHOOL**

Approvals for educational trips and visits, advance and dynamic risk assessments should always take account of any safeguarding issues.

In cases where activities take place beyond the normal school day, and are provided by academy, this Child Protection and Safeguarding Policy will apply.

For any other organisations providing services or activities on the school’s site, the Executive Principal / Head of School must satisfy themselves and record that these organisations have appropriate safeguarding procedures in place before allowing the activities to take place.

### **Off-site Activities**

When pupils attend off-site activities, including day and/or residential visits the Visit Leader must check that effective child protection arrangements are in place as part of the risk assessment undertaken before any and each such activity.

### **Pupils placed in alternative provision**

Should a child at Marton be placed in alternative provision, the school remains responsible for the safeguarding of the pupils placed in that provision. Therefore, we will obtain a written statement from the provider that they have completed all the necessary vetting and barring checks that are necessary on their staff and need to be satisfied that safeguarding arrangements are effective. Specific guidance is provided on this in: ‘The Effective Use of Alternative Provision – Advisory Note May 2021’ included for reference as Appendix G.

## **Visitors to schools**

### **Planned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to the academy will be asked to sign in on the electronic device at the main office and will be issued with the school's visitor badge.
- All visitors will be issued with the academy's leaflet explaining the Child Protection and Safeguarding procedures.
- Visitors should remain in the main entrance waiting area until the person they are asking to meet arrives. They should not make their own way to meet with a member of staff.
- Any persons who are attending the school to speak in any capacity should ensure they have read and understood the Trust's Visiting Speakers Agreement and previously submitted their signed agreement, a copy of which should be at Office for when they arrive.
- Visitors must not be unaccompanied during any part of their visit unless a DBS has been seen.
- At the end of the visit, the member of staff meeting the visitor should escort them to the main entrance area so they can formally sign out.

### **Unplanned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to the academy will be asked to sign in on the electronic device at the main office and will be issued with the school's visitor badge.
- A visitor will be asked who they would like to see and the receptionist will see if the person is available.
- If the person is available, procedures will then follow as for planned visits above.
- If the person is not available or cannot be located the visitor will be asked to make an appointment with the person they wish to meet with and to return at that time.
- If the visitor wishes to meet with someone as a matter of urgency, another appropriate member of staff should be located who is available to meet and then the same procedures as above will be followed.
- Parents who are at the school to either deliver or collect their child outside of normal hours will not need to sign in but they should remain in main entrance waiting

### **Volunteers at the School**

- Any person who is a volunteer which involves attendance at the school site, including local governors, will undergo the statutory checks commensurate with their role at the academy and contact with pupils.
- Included in KCSIE is a requirement for schools to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. If the volunteer is not involved in regulated activity, then we are not legally allowed to do a barred list check.
- Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised by a member of staff or be allowed to engage in regulated activity.

## **Contractors**

- The academy will check the identity of all contractors working on-site and, where appropriate, request DBS checks.
- Contractors will be requested to sign in at main office and will be given an academy visitor's badge indicating they have permission to be on the site.
- Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.
- Even where contractors have been appropriately checked and cleared, there will be an assessment of their suitability to work unsupervised in their initial days with the academy.

## **SECTION 7: STAFFING ISSUES**

It is important that all staff work safely at all times, adhering to all relevant policies and codes of conduct and fulfilling their safeguarding responsibilities.

### **Safe and Fair Recruitment**

Marton Primary Academy and Nursery follows the Trust's 'Safe and Fair Recruitment Policy' that details actions to be taken to ensure that the processes for the recruitment and appointment of staff adhere to standards of best practice in relation to safeguarding. In response to KCSIE (2019) the Trust has decided to maintain a Single Central Record (SCR) within each academy and one for centrally employed staff rather than having a Trust-wide register. This allows swift local access, management and updating of the SCR. In line with KCSIE (2021) all staff will be added to the SCR (even if they only work for part of the week). Where staff from agencies/supply or third party employers (eg catering and cleaning) schools must have a formal record that written notification has been received confirming that appropriate checks have been carried out on the individuals.

Also in line with KCSI (2019), Section 128 checks will be carried out on: local governors, trustees, headteachers, members of school Senior Leadership Teams and departmental heads. If someone has been prohibited from the management of schools, this should appear on their DBS certificate.

Consideration will be given to an online search for relevant, publicly available information on all candidates made a conditional offer of employment. Any concerns will then be explored with candidates. Such searches will be carried out by HR colleagues.

## **Safeguarding allegations against staff**

Occasionally there will be allegations made against staff that relate to safeguarding.

Inappropriate behaviour towards pupils is unacceptable and staff conduct must be beyond reproach. The Trust guidance on safer working practices in schools should be adhered to by all employees. Any complaints about the behaviour of a member of staff from a parent or member of the public will be dealt with in line with the Trust's policy on managing allegations against staff. If staff are concerned about the conduct of a colleague towards a pupil they should take their concern to the DSL or the Executive Principal/Head of School who will follow the correct procedure in line with Trust policies. The culture across the Trust should be one in which people feel empowered to raise concerns about others' conduct in good faith. Sometimes, raising 'low level' concerns about a colleague's conduct can help them to change their behaviour and address the concerns before any harm occurs. In other cases, multiple reports of 'low level' concerns may indicate a pattern of repeated inappropriate behaviour that needs to be addressed formally. Examples of some 'low level' concerns are given in paragraphs 425 of KCSIE (2022).

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

As a last resort, staff are able to call the NSPCC Whistle-blowing Helpline on 0800 028 0285. Any allegations made to a school concerning staff who no longer work for BFET should be referred to the DSL who will, in turn, refer to the Trust's Head of HR and Strategy. Any historical allegations made regarding a current member of staff should be referred to the DSL for immediate referral to the Executive Principal/Head of School who will contact the Local Authority Designated Officer (LADO). Staff, parents, governors and trustees should be aware that publication of any material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal communication or writing, including content placed on social media sites.

The government organisation responsible for teacher misconduct is, from April 2018, the Teacher Regulation Agency, formerly a division of the National College for Teaching and Leadership.

## **Supply teachers/agency workers**

There may be occasions when allegations are made against an individual who is not a direct employee of Bright Futures, for example, a supply teacher provided by an agency. Even though the Trust is not the employer, we must ensure that safeguarding allegations are dealt with properly. It is not appropriate for any BRIGHT FUTURES school or setting simply to cease using a supply teacher as a way of managing safeguarding allegations. In accordance with our policy on managing allegations against staff, a fact finding exercise needs to be conducted and there should be liaison with the local authority designated officer (LADO) to determine the appropriate process and outcome. BRIGHT FUTURES will liaise with the agency/employer who will decide on next steps which could be suspension or temporary change of duties whilst any investigation is carried out.

As the employer, supply agencies should be fully involved and co-operate in enquiries from the LADO, police and/or children's social care. It will usually be necessary for the BRIGHT FUTURES school to take the lead in the investigation because we will have direct access to pupils and staff and will therefore be best placed to find out the facts. Following the investigation, any employment decisions regarding the agency worker will be led by the agency/employer. The allegations management/strategy meeting (usually arranged by the LADO) will address issues around information sharing, including any intelligence relating to concerns or allegations previously known to the agency/employer that are relevant to the investigation.

It is important that supply agencies are made aware of the Bright Futures policy on managing allegations and a positive relationship established with the HR leads for any agencies we use.

### **Lettings of school premises**

Whenever Bright Futures' premises are used for activities not under the direct supervision of our staff (e.g. out of school clubs run by a separate provider, sports' clubs using pitches etc), school leaders must be assured that any such providers have appropriate safeguarding policies procedures – this may include leaders asking to see such policies and inspecting them. It should be written to any agreements that appropriate safeguarding arrangements must be in place.

### **Disqualification by association and childcare disqualification**

The guidance on this issue was changed with effect from September 2018. The Trust's approach to this issue is in the updated 'Safe and Fair Recruitment Policy'. In short, disqualification by association now applies in domestic settings and not in schools. However, it still applies to individual members of staff if they work (or volunteer) in a child care capacity and it applies to those involved in wraparound care for children up to 8 years old. Please see paragraph 245 of KCSIE (2022) for further information on this issue. Schools should be aware that OfSTED will check the management of Disqualification under the Child Care Act as part of their school inspections.

## **SECTION 8: CONFIDENTIALITY AND SHARING INFORMATION**

Child protection and safeguarding warrant a high level of confidentiality, not only out of respect for the children and staff involved but also to ensure evidence is not compromised by being released into the public domain.

In the first instance, staff should discuss any concerns only with the DSL who will then decide what other people/agencies should be advised. Information will be disseminated on a 'need-to-know' basis.

### **Information sharing and data protection**

On 25 May 2018 the Data Protection Act (1998) was superseded by the General Data Protection Regulations (GDPR)

Child protection and safeguarding information will be stored and handled in line with the relevant data legislation. It will be:

- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Kept for the statutory time limit and no longer (this will vary and advice should be sought before any data of this nature is destroyed).
- Processed in accordance with the subject's data rights.
- Kept securely.
- Child protection information will be stored separately from the pupil's general school file which will be 'tagged' to indicate that separate safeguarding information is held elsewhere.
- CPOM records are protected by locking keys and only made available to relevant individuals.
- All relevant information in paper form will be stored separately in the locked filing cabinets outside the Executive Principal's office

The Trust's Data Protection Policy does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child. This policy is available to all staff and parents on the school's website.

### **Decisions about sharing or not sharing information**

There are times when it is appropriate to share information in order to enable the effective safeguarding. There are also times when it is necessary to withhold information in order to prevent a person coming to further harm or to avoid a criminal act. For example, a parent who is facing charges for serious violence against a child may well want details from the school of where the child is living. It is entirely appropriate in circumstances like this to withhold data even from someone with parental responsibility. The decision to share or to withhold information should be briefly documented with a rationale as to why the decision was taken at the time.

In contentious cases, the DSL may wish to seek advice from the Trust's Data Protection Officer. As ever, the safety and well-being of the child are always the paramount concerns.

## **SECTION 9: TRAINING AND DEVELOPMENT**

### **Staff and Local Governor**

It is important everyone receives 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. Training for every member of staff employed at Marton Primary Academy and Nursery and all Local Governors will be, as minimum:

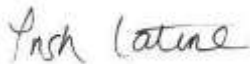
- DSL, DDSL, Safeguarding officer, Executive Principal, Head of School and Chair of Governors will ensure up-to-date level 3 safeguarding certificate.
- All other staff and Governors will ensure up-to-date level 2 safeguarding certificate.

- Appropriate annual training provided by the academy that updates on national or local changes.
- Ensuring that staff and governors understand their role and how to undertake their responsibilities as set out in Part 1 of KCSIE 2018 (and Annex A for staff working directly with children and young people).
- Ensuring that they are aware of the threats, risk and vulnerabilities associated with radicalisation; are aware of the process of radicalisation and how this might be identified early on; how support can be provided to ensure children are resilient and able to resist involvement in radical or extreme activities.
- They are aware of the increased risk to abuse of certain groups, including pupils with SEN and disabilities, looked after children, those formerly in care, young carers, children as witnesses in the legal system, children missing from education, children with family members in prison.
- A recognition of online contexts in relation to safeguarding including specific risks in relation to digital platforms and the way in which harm and abuse can happen generally via digital means.
- Further training as appropriate for those staff and Local Governors with more safeguarding responsibilities.
- New staff and Local Governors should receive safeguarding training within their first half-term of service. However, their general induction should include a safeguarding session which will familiarise them with the Child Protection and Safeguarding Policy, the school's safeguarding procedures and contact details for the school's DSL and DDSL.
- Supply staff and other visiting staff will be given the school's leaflet for safeguarding for visiting staff.
- The Executive Principal/Head of School and Chair of Governors will complete the Safe and fair Recruitment training.
- Training for those involved in governance must equip them to provide strategic challenge, testing the robustness of safeguarding policies and practice


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**Review**

The Child Protection and Safeguarding Policy and Procedures are reviewed annually or sooner should there be a change in legislation. The next review is due Autumn term 2023.

Signed:   
Mrs Trish Latimer  
Chair of Governors

Date: Autumn 2023

Signed:   
Mrs Alice Coyle  
Head of School

Date: Autumn 2023

Signed:   
Mrs Ruth Coupe  
Executive Principal

Date: Autumn 2023

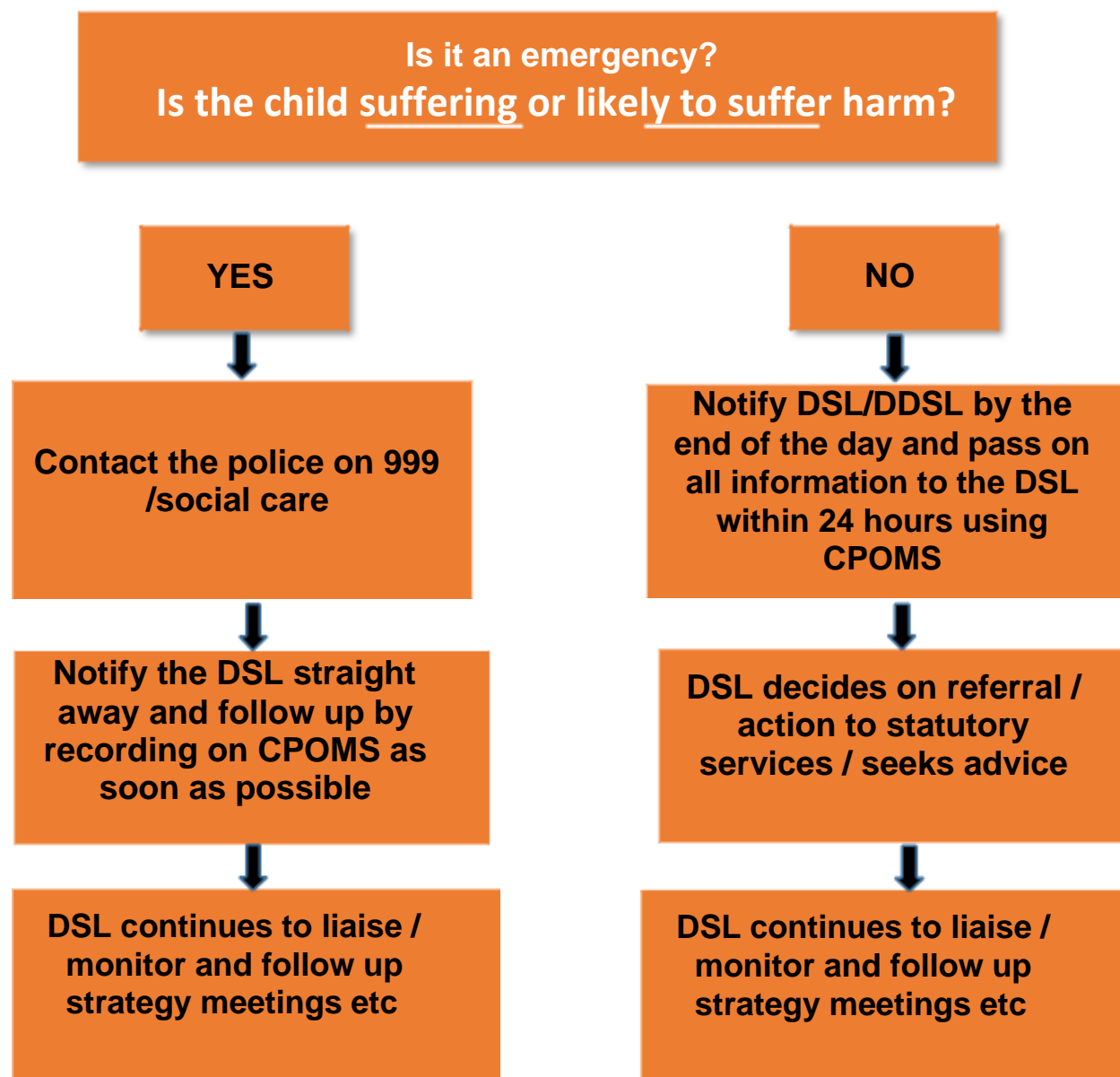
Signed:   
Ms Jo Reid  
Designated Safeguarding Lead

Date: Autumn 2023



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**APPENDIX 1: WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD’S WELFARE:**



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## **TAKING ACTION**

Any child 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 ensure the safety of the child – this could mean dialling 999.
- Report your concern as soon as possible to the DSL/DDSL and certainly no later than 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 CPOMs log.
- Seek support for yourself through the correct procedures if you are distressed.

### **What to do if you are concerned about a pupil's welfare**

There will be occasions when staff may suspect a pupil may be at risk but have no 'real' evidence: the pupil's behaviour may have changed; their expressive work may demonstrate extreme ideas; they may write stories or poetry that reveal confusion or distress; physical (but inconclusive) signs may have been noticed.

In these circumstances staff should try to give the pupil the opportunity to talk to them. The signs could be due to a variety of factors. For instance, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff should use CPOMs to record these early concerns. If the pupil does begin to reveal they are being harmed staff should follow the academy's procedures. If a member of staff is still concerned following the initial conversation, they should discuss their concerns with the DSL/DDSL. Any concerns which do not meet the threshold for child protection intervention will be managed through interventions such as Early Help / CAF process.

### **If a child chooses to disclose abuse to you**

It takes a lot of courage for a child to disclose 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; they may believe, or have been

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told, the abuse is their own fault. Sometimes a child may not be aware that what is happening to them is abuse.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they are obliged to pass the information on. Staff must not keep secrets and should inform the pupil that they cannot keep the information confidential.

During any conversation with the pupil staff should:

- Allow the pupil to speak freely.
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring nonverbal cues or words of comfort such as: ‘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 periods of silence during the conversation – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times something has happened, whether it happens with siblings too and what does the pupil’s mother/father think about it.
- Tell the pupil at an appropriate time you must pass any information on and explain to whom and why.
- Not to automatically offer any physical touch as a comfort – this may be anything but comforting to a child who has been physically abused.
- Avoid admonishing the child for not disclosing anything earlier. Saying things such as ‘I wish you had told me about this when it started’ or ‘I can’t believe what I am hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the pupil what will happen next.
  - The pupil may agree to go to see the DSL, otherwise let them know someone will come to see them before the end of the day.
- Immediately report the conversation verbally to the DSL, even if the pupil has promised to do so themselves.
- Write up the conversation as soon as possible on CPOMs.
- Seek support if they feel distressed by the conversation.

### **What happens next?**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively. The DSL/DDSL will make contact with the parents in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice

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will be sought by the DSL/DDSL from the relevant children’s social care services. It is always possible to seek advice from children’s social care when considering a referral.

### **Referral to Children’s Social Care**

The DSL/DDSL 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 a referral is being made unless it would increase the risk to the child to do so. 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 normally follow the reporting procedures outlined within this policy. With the exception of genuine emergencies, the reporting lines should be through the DSL/DDSL. However, they may also share information directly with the relevant children’s social care, the police or the NSPCC if:

- The situation is a genuine emergency with imminent risk of significant harm to the child
- The DSL/DDSL/Safeguarding Office and the Executive Principal/Head of School are all unavailable.
- You are convinced 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 pupil.

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## **APPENDIX 2: RECOGNISING ABUSE AND NEGLECT**

### **Abuse**

Abuse is defined as a form of maltreatment of a child. This can be by inflicting actual harm or by failing to act to prevent harm. Children can be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). Children may be harmed by witnessing the ill treatment of others as is often the case in domestic abuse.

Children can be abused by adults or by another child or children.

Where abuse takes place, there is usually an imbalance of power between the perpetrator(s) and the victim(s), perhaps through age, dominance of personality, social influence or status, financial means or physical strength.

### **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.

### **Categories of abuse and neglect**

Types of abuse include:

**Physical abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 to frequently 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.

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**Sexual abuse:** Involves forcing or enticing a child 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/distribution 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:** Even an unborn child can suffer neglect, for example, 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, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of abuse**

Physical signs can define some types of abuse. For example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained whilst 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 aware of the range of behavioural indicators of abuse and report any concerns to the Designated Senior Lead (DSL) or Deputy Designated Lead (DDSL) within their school. It is the responsibility of staff to report their concerns, but 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 lessons.
- Look unkempt, dirty and uncared for
- Change their eating habits

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- Have difficulty in making or sustaining friendships
- Appear fearful and anxious
- Be reckless with regard to their own, or another’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 schoolwork
- Start to use ‘scripted’ language in relation to particular extremist views
- 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/DDSL to decide how to proceed. It is very important staff report their concerns to the DSL/DDSL – they do not need ‘absolute proof’ the child is at risk. It is always better to share your concerns or ‘nagging doubts’ than to say nothing.

### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood, and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

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**APPENDIX 3: EXEMPLAR CPOMS LOG**

All concerns and actions are recorded on the academy's electronic system CPOMS. Select the child and once their page is open write a factual description of concerns (what you have seen, heard or been told, using the child's own words as far as possible) The system will automatically record you as author and the date and time you made the record. It is crucial however, that you ensure the date and time of the actual incident / concern is accurately recorded if this is different.

*During morning break today Safia asked to speak to me privately. I asked her to wait until the others had left and she disclosed that her dad has started to hit her mum on a regular basis. She said she is 'really worried' and 'doesn't want to go home'. She stated, 'He will kill her, Miss'. Safia cried and said, 'Someone needs to help us. He's getting worse'.*

*I explained to Safia that I would share this with the DSL and that someone would speak to her today.*

*I informed the DSL in person immediately and discussed the concerns raised.*

Attach any additional documents to CPOMs such as body map, child's handwritten statement.

All subsequent actions must be recorded on CPOMs. Record all attempts to ring social care even if you cannot get a reply, who you spoke to and what advice they gave. If an early help form is completed, this must also be attached to the file.

*Rang social care at 11:15 am - no reply.*

*Rang social care at 11:30 a.m. - no reply.*

*Rang social care at 12 noon. Spoke to Dawn Lewis. Advised to speak to mum and complete an early help form.*



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## **APPENDIX 4: DESIGNATED SAFEGUARDING LEAD**

Each school within the Trust will appoint an appropriate member of their Leadership Team as a Designated SAFEGUARDING Lead (DSL) who will take lead responsibility for Child Protection and Safeguarding within that school. The DSL will be given the time, funding, training, resources and support to provide advice and support to all staff and local governors within the school on safeguarding matters. Each academy will also appoint at least one Deputy Designated Safeguarding Lead (DDSL) who will be trained to the same standard as the DSL and will take over any duties of the DSL if they are absent from the academy for any reason.

The DSL can delegate some responsibilities to the DDSL, and, in practice, the DDSL will often manage cases operationally. However, the ultimate lead responsibility for child protection within the academy remains with the DSL. The DSL should encourage a culture amongst all staff of listening to children and taking account of their wishes and feelings in any measures the school may put into place to protect them. The child's best interests should always be at the centre of decision making.

### **Responsibilities of the Designated Safeguarding Lead**

#### **Referrals**

It is the responsibility of the DSL to refer all of the following:

- Cases of suspected abuse to the Local Authority Children's Social Care.
- Cases of a radicalisation concern to the Channel programme.
- Cases of a safeguarding nature concerning staff to the Executive Principal/Head of School.
- Cases where a crime may have been committed, including cases of FGM, to the police.

The DSL should ensure parents of school's pupils are aware that referrals about suspected abuse or neglect may be made and the role of the school in any such referral.

#### **Working with others**

Effective safeguarding is always a team effort. The DSL should liaise and work with the following groups on a regular or 'as required' basis:

- Executive Principal or Head of School to inform them of any issues, caseloads, patterns and prevalence of safeguarding incidents and, in particular, keep them updated on any ongoing enquiries under 47 of the Children Act 1989 and/or police investigations. Be aware of and prepared to enforce the requirement for children to have an Appropriate Adult present if being interviewed by police under PACE.

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- Case Managers and Designated Officers at the Local Authority on any child protection concerns.
- Attendance Officers (or equivalent) in their academy.
- Inter-agency groups, including taking part in strategy discussions and meetings and contribute to children's assessment. The DSL should also support any other staff who are involved in any such meetings with inter-agency groups.
- Local Safeguarding Children's Board (LSCB).
- All staff and local governors within their academy on any matters of safety and safeguarding.
- Social Work Teams over suspected cases of abuse.
- Child Protection Conferences and Core Groups in order to attend and/or submit a school child protection report.
- Take part in peer reviews and audits related to safeguarding.
- Be their school's representative on the Trust's Safeguarding Group, and work with each other to ensure the Child Protection and Safeguarding Policy is reviewed annually (as a minimum); procedures and implementation are updated and reviewed regularly, and all staff and governors are aware of any new versions of the policy.

## **Training**

The DSL (and any DDSLs) will undergo formal training to provide them with the knowledge and skills required to carry out their role. This training should be updated at least every two years.

The DSL will undertake Prevent training in order to:

- Provide advice and support to staff on protecting children from the risk of radicalisation.
- Support their academy with regards to the requirements of the Prevent duty.
- Support staff who come to them with any child protection or safeguarding concerns and guide them through any appropriate process.

In addition to formal training, the DSL (and any DDSLs) will keep their skills and knowledge updated at regular intervals. This should be done when required, but at the very least annually, in order to allow them to keep abreast of any developments and regulations relevant to their role.

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***The DSL should ensure they are conversant with the following:***

- The assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessment.
- How local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Their academy’s Child Protection and Safeguarding Policy.
- Specific needs within their academy of children in need, those with special educational needs, young carers and any other particularly vulnerable groups.
- How to keep detailed, accurate and secure written records of concerns and referrals.
- How to obtain access to resources and attend any relevant courses.

***The DSL should lead on child protection and safeguarding training and ensure:***

- All staff and governors in their academy receive introductory safeguarding training.
- Their school can demonstrate all staff have received relevant Child Protection & Safeguarding, Prevent and Anti-Radicalisation training.
- Staff are made aware of any changes and updates to local authorities’ policy and procedure.
- All staff, local governors, temporary staff and visitors are aware of the academy’s Child Protection and Safeguarding Policy and its procedures are implemented and followed in their academy.

## **Record Keeping and Information**

As part of their role the DSL should:

- Maintain accurate and relevant records for all children for whom there are safeguarding concerns along with individual Child Protection files for children who are the subject of a Child Protection Plan. Ensure the up-to-date version of the Child Protection and Safeguarding Policy is available on the school’s website, along with any other relevant safeguarding information.
- Ensure all provision of information to pupils/pupils are fit for purpose, fully understood and used appropriately.

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### **Transfer of Child Protection Files**

When a pupil leaves the school, the DSL should:

- Ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file under strict confidential cover. If not hand delivered to a local school, this should be sent by registered post to a named person, preferably the DSL of the receiving school and should be tracked that it has been received and signed for. If the file type can be saved electronically, it could be sent to a specific, named person (preferably the DSL) via email but only if it can be password protected with the password being sent in a separate email.
- Ensure the file is checked before sending to ensure all papers are in order and the correct information is enclosed. Ensure that the file meets the required standards of the Data Protection Act (2018), including the General Data Protection Regulation.
- Keep a copy of the child protection file for school records. This should be securely archived until the pupil/student reaches the age of 25 when it can be destroyed.
- Ensure a receipt for the file is received from the receiving school and kept in the academy's copy file.

### **Availability**

- The DSL should be available during regular academy hours for members of staff to discuss any safeguarding concerns.
- In the absence of the DSL, the DDSL should be available for staff to discuss any concerns.
- The DSL should liaise with senior staff at their academy to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.
- In exceptional circumstances, by agreement, availability via telephone and/or Skype or other such recognised mediums is acceptable according to KSCIE 2021.

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**APPENDIX 5: THE LOCAL GOVERNING BODY AND THE CHILD PROTECTION & SAFEGUARDING GOVERNOR**

Child Protection and Safeguarding are an intrinsic part of any Trust school. The core principles should be to ensure the health, safety and welfare of any persons within that Academy.

The Local Governing Body (LGB) has a specific role to undertake with regard to Child Protection and Safeguarding in accordance with this Policy.

**Responsibilities of the Local Governing Body**

Each LGB should:

- Appoint one Governor as the Child Protection & Safeguarding Governor.
- Ensure every Governor on the LGB receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by Academy staff or someone from the Trust Safeguarding Team. The training will be in line with that received by all staff members. The training will be in line with that received by all staff members but will include an element that enables governors to provide strategic challenge, testing the robustness of policy and procedures. All LGB members to read Part 1 of KCSI (2019).
- Ensure that any Governors who are involved with staff recruitment have completed appropriate safer recruitment training or that someone with that training is on every appointment panel.
- Work with the school's DSL to ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Governors.
- Liaise with the Principal and Senior Leadership Team to be assured that a culture of vigilance and safeguarding permeates all aspects of the Academy.
- Provide support and challenge to ensure compliance with procedures and processes required in KCSIE (2021) and any subsequent updates, and any local procedures issued by the Local Children's Safeguarding Board. This may include looking at headline data on prevalence of safeguarding incidents.
- Ensure the Academy-specific safeguarding policy is reviewed and approved on a regular basis (at least annually), and support and challenge to ensure Academy compliance.

**Responsibilities of the child protection and safeguarding governor**

It is the responsibility of the Child Protection and Safeguarding Governor to:

- Support the DSL by meeting with them and their team at least once a term.

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- Report on meetings with the DSL/DDSL to the LGB and highlight any issues/concerns in order for the LGB to be fully informed on Child Protection and Safeguarding within their school.
- Check the Child Protection and Safeguarding Procedures in the Academy in liaison with the DSL and DDSL to ensure that they are being consistently followed in practice.
- Ensure statutory requirements are in place and report to the LGB on the use of resources to promote effective safeguarding, including any pressures that may create risk.
- Be assured that arrangements for the most vulnerable groups of children are in place and secure and that their progress and outcomes are properly tracked.
- Be assured that safeguarding arrangements for pupils accessing alternative provision or part-time timetables are secure.
- Check that the curriculum is used well to promote safeguarding, paying particular attention to local issues.

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**APPENDIX 6: THE BOARD OF TRUSTEES AND THE CHILD PROTECTION & SAFEGUARDING TRUSTEE**

Child Protection and Safeguarding are an intrinsic part of the Trust and the core principles should be to ensure the health, safety and welfare of any persons in the Trust, in any capacity. The Board of Trustees is the ultimate accountable body for the Trust.

**Responsibilities of the Board of Trustees**

The Board should:

- Appoint one Trustee as the Child Protection & Safeguarding lead.
- Ensure every Trustee receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by the Trust Safeguarding Team.
- Ensure that any Directors who are directly involved with staff recruitment complete the online Safer Recruitment training every three years.
- Ensure an up-to-date record is kept of any and all Child Protection and Safeguarding training for Trustees.
- Liaise with the appropriate people in academies to ensure that a culture of vigilance and safeguarding that permeates the Trust.
- Receive regular, high level safeguarding reports from the Chief Executive Officer and training that enables the Board to offer strategic challenge, testing the robustness of policies and procedures.

**Responsibilities of the Lead Trustee for Child Protection and Safeguarding**

It is the responsibility of the Child Protection and Safeguarding Trustee to:

- Undertake appropriate induction and update training.
- Ensure that when Trustees are involved in recruitment, at least one member of the panel has completed Safer Recruitment training.
- Attend meetings with Designated Senior Leads (DSL) within the Trust as a member of the Trust Safeguarding Team.
- Provide support and challenge at the Board in response to safeguarding reports provided by the CEO.
- Read and engage with Part 1 of Keeping Children Safe in Education 2022.

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## **APPENDIX 7: KEY CONTACTS & USEFUL ORGANISATIONS**

### **Trust Safeguarding Leads**

Making a decision about safeguarding matters can be difficult. It sometimes helps to talk it through with someone else or to seek further advice. Any of the DSL/DDSLs are happy to help. They have a wealth of experience.

You can contact the Trust safeguarding leads

John Wm Stephens [JStephens@bright-futures.co.uk](mailto:JStephens@bright-futures.co.uk) mobile (24 hours): 07375 071 466

Amy Footman [afootman@sgpa.uk](mailto:afootman@sgpa.uk)

**Blackpool Social Services Duty Team 01253 477299**

### **Useful Organisations (national):**

- CHILDLINE: 0800 1111 – free confidential helpline for children and young adults
- NSPCC: 0800 800 5000 – free 24 hour national helpline for information and confidential advice about all types of problems
- Barnardo's: 020 8550 8822 – works to transform the lives of vulnerable children and young people
- Kidscape: 020 8830 3300 - produces leaflets and booklets on bullying and runs a helpline
- LGBT Foundation: 0345 330 30 30 – runs a helpline to support people who identify as lesbian, gay, bi-sexual and trans-gender
- National Domestic Violence: 0808 200 0247 – Free 24 hour helpline. Gives information on housing, welfare, health and legal rights, refers women and children to refuges, makes referrals to temporary emergency accommodation and helps to get support from the police
- Stonewall: helpline 0800 050 2020 working for equality for LGBT people
- ThinkuKnow: A CEOP programme that helps with online safety [thinkuknow.co.uk](http://thinkuknow.co.uk)
- UK Safer Internet Centre: 0844 381 4772 e-safety helpline for professionals working with children
- Young Minds: helpline: 0808 802 5544 support for people with concerns about the mental health of a young person
- Alliance for Learning collated resources in relation to COVID 19 responses, including mental and physical health and well-being and bereavement: <http://allianceforlearning.co.uk/covid-19/>
- KOOOTH: online mental health and well-being resources for young people: <https://www.kooth.com/>
- 'Keeping our children safe: raising awareness in black and minority ethnic communities' NSPCC (2017) Resources and online training to support equality



and diversity <https://learning.nspcc.org.uk/research-resources/2017/keeping-our-children-safe>