

Safeguarding Policy

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1. INTRODUCTION

1.1 Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance, [Keeping children safe in education: for schools and colleges](#) and [Working together to safeguard children 2019](#), the Governance Handbook and this policy also complies with our funding agreement and articles of association.

We comply with the guidance and the procedures set by the Local Safeguarding Children Board Child (Appendix 1).

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children

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- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy applies to all adults, including volunteers, working in or on behalf of the Trust or its Academies.

1.2 Objectives

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Safeguarding and promoting the welfare of children which is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

2. THE NORTH EAST LEARNING TRUST COMMITMENT

The Trust is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students.

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There will be a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in each Academy and the Trustees and Local Academy Councils will appoint a named Safeguarding Governor. (Appendix 2).

3. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

3.1 Safer Recruitment and Selection

The Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019. We ensure that all appropriate measures are applied in relation to everyone who works in a Trust Academy who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Trust's Recruitment Policy Procedures. Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

Recruitment practices in place are:

- An Enhanced DBS with Barred list check is obtained for all new appointments to the Trust workforce (all Members, Trustees and Governors are also required to undertake an Enhanced DBS check);
- Teacher Prohibition checks are undertaken for all teachers employed by the Trust;
- ID and right to work in the UK is verified prior to appointment;
- Two references are taken for all appointments;
- An Enhanced DBS is obtained for volunteers following a risk assessment considering the frequency, regularity, duration and nature of contact with children and young people;
- The Trust ensures that any contracted staff are DBS checked where appropriate;
- Each Academy maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors, regular visitors and contractors;
- All new appointments to the Trust workforce are subject to identity, criminal conviction disclosure, health and rights to work in the UK checks prior to interview;
- The Trust satisfies itself that the same level of stringent checks have been undertaken on any supply staff.

The CEO, Deputy CEO's, Chair of the Trustees, and the Head of HR have successfully undertaken the approved Safer Recruitment Training.

In each Academy, the Executive Head, Headteacher/Head of School, Senior Leadership Team and the named Safeguarding Governor have successfully undertaken the

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approved Safer Recruitment Training. At least one member of every interview or appointment panel has successfully completed this training.

3.2 Safe Practice

All staff employed by the Trust along with Members, Trustees and Governors will undertake Safeguarding and Child Protection Training. Staff training is undertaken annually to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the Trust's Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Induction program for newly appointed staff. Members, Trustees and Governors will undertake training every 2 years.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
- Work in an open and transparent way;
- Discuss and/or take advice from the Academy management over any incident which may give rise to concern;
- Record any incidents or decisions made in relation to a child or young person;
- Apply the same professional standards regardless of gender or sexuality;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Staff should also be aware that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;

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- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

3.3 Sharing Safeguarding Information with Students

The Trust is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm. Life lesson materials are used to help students learn how to keep safe.

Information is made available to students, including NSPCC and Childline.

The Trust’s arrangements for consulting with and listening to students are via Student Voice. We make students aware of these arrangements via assemblies, posters, lessons etc.

3.4 Partnership with Parents

The Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted.

The North East Learning Trust follow the appropriate Local Safeguarding Children Board (LSCB) procedures when dealing with any matters of a child protection nature. The Academy will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when an Academy will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with LSCB Child Protection Procedures). The Academy will, of course, always aim to maintain a positive relationship with all parents/carers. The Trust’s Child Safeguarding Policy is available to all parents/carers upon request.

3.5 Multi-Agency Working

The Trust recognises the pivotal role it has to play in multi-agency safeguarding arrangements.

The Trust will follow the new safeguarding partners and child death review partner arrangements which will be operational from September 2019. Locally, the three safeguarding partners (the LA; a clinical commissioning group for an area within the LA; and the chief officer of police for a police area in the LA) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The Trust will also work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This will include

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providing a co-ordinated offer of early help when additional needs of children are identified; and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

3.6 Academy Training and Staff Induction

Each Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake basic child protection and safeguarding training on a 2-yearly basis. Each Academy Principal and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated annually.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction.

3.7 Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection, who will provide guidance and training where appropriate. They will be supported by the Academy Principal and through the Trust.

Advice and support is always available from the Local Authority's Social Work Team and further advice is available from the Police.

3.8 Information Sharing

The Trust acknowledge that information sharing is vital in identifying and tackling all forms of abuse and neglect.

The Trust is aware of the duties placed on the organisation and individuals to process personal information fairly and lawfully and to keep the information safe and secure.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Concerns about sharing information will not stand in the way of the need to promote the welfare and protect the safety of children. When a child leaves an Academy within the Trust the Designated Safeguarding lead will ensure that the child protection file is transferred to the new school or college, ensuring secure transit and confirmation of receipt will be obtained.

3.9 Opportunities to teach safeguarding

The Trust provides a broad and balanced curriculum in all of its Academies and will ensure that children are taught about safeguarding, including online safety.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The Trust has website filtering and monitoring software on all computers and devices available in its Academies.

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Relevant issues relating to all aspects of safeguarding will be covered through Relationships Education and Relationships Sex Education and Personal, Social Health and Economic (PSHE) education.

3.10 Procedures for supporting students in an emergency (transport from school)

Only during exceptional circumstances will staff give students a lift home. Staff are first expected to have agreement from a named member of SLT first and must have business insurance on their vehicle to allow this to happen. Parents/carers must be informed via telephone. Two members of staff should accompany the child in the car. The child MUST travel in the rear seats of the car.

Should a taxi be used to transport a student home then the Academy will ensure the driver is DBS checked.

3.11 Extra-Curricular activities

If students are involved in extra-curricular activities that take place outside of the Academy but with a staff presence, a record of students involved will be retained in the Academy. The Academy will ask parents/carers to complete an EV4 form annually in respect of such activities.

3.12 Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related Trust and Academy Policies and Protocols that should be referred to include:

- Alcohol Tobacco and Drug Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Missing in Education Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Exclusions Policy
- E-Safety Policy
- Health and Safety Policy
- Prevent Policy

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- Recruitment Procedure
- Supporting Students with Medical Conditions Policy
- Whistleblowing Procedure

All policies are available on the Trust website and Academy websites.

www.nelt.co.uk

www.ashingtonacademy.co.uk

www.bedlingtonacademy.co.uk

www.browneyacdemy.co.uk

www.diamondhall.co.uk

www.easingtonacademy.co.uk

www.sacrisonacademy.co.uk

www.teesdaleschool.co.uk

www.theacademyatshottonhall.co.uk

www.hermitageacademy.co.uk

3.13 Student Information

To keep children safe and provide appropriate care for them each Academy requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child;
- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Whether the child is Looked After;
- Emergency contact details (2, wherever possible);
- Details of any persons authorised to collect the child from the Academy;
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc);
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register);
- Name and contact details of any key persons from other agencies, including GP;
- Any other factors which may impact on the safety and welfare of the child.

3.15 Roles and Responsibilities

The Trust will ensure that:

- The Trust has a Child Safeguarding policy and procedures in place that are in accordance with the Local Safeguarding Children Board guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request;
- The Trust operates safe recruitment procedures and makes sure that all appropriate

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- checks are carried out on staff and volunteers who work with children;
- All members, trustees and Governors are subject a Section 128 check;
 - The Trust has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
 - A senior member of the Academy's Leadership Team is designated to take lead responsibility for Child Protection (and a deputy);
 - Staff undertake appropriate child protection training, including annual updates via Edu Care;
 - They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
 - Where services or activities are provided on an Academy's premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
 - The Safeguarding Policy is updated and reviewed annually;
 - They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
 - Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities;
 - Should an allegation arise outside of the Academy's term time and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Executive Head and Headteacher/Head of School are unavailable, the Trust has appointed the CEO to be responsible for managing the referral process in their absence.

The Local Academy Council will:

- Appoint a Link Governor for Safeguarding who will meet with the DSL at least once a term to monitor the effectiveness of this policy.

Each Academy Headteacher/Head of School will ensure that:

- The policies and procedures adopted by the Trust are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regarding to children, and such concerns are addressed sensitively and effectively

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in a timely manner in accordance with the Trust's Whistleblowing Policy.

Each Designated Person with Responsibility for Child Protection will:

Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Academy Headteacher/Head of School to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the Trust's Child Safeguarding Policy;
- Ensure that all staff have induction training;
- Circulate relevant information and guidance to staff on a regular basis;
- Keep detailed and accurate secure written records and/or concerns;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure parents/carers are made aware of the Child Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the Academy in this to avoid conflict later;
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- Where a child leaves an Academy, ensure the Child Protection file is copied for the new establishment ASAP and is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied, and the copy forwarded

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to the Principal Education Welfare Officer at the Local Authority.

All staff and volunteers will:

- Fully comply with the Trust's policies and procedures;
- Attend appropriate training;
- Inform the Designated Person of any concerns;
- Record any potential safeguarding incidents appropriately.

4.IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in each Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Trust staff being alerted to concerns.

Safeguarding children is defined as:

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

Safeguarding and promoting the welfare of children is defined as:

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

Safeguarding is not just about protecting children from deliberate harm. It also relates

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to aspects of school life including:

- Pupils' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, considering the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour i.e. radicalisation.
- Child sexual exploitation.
- Sexual violence and sexual harassment between children.
- Sexting.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Issues affecting children including domestic violence, female genital mutilations, honour-based violence and forced marriage.

4.1 Female Genital Mutilation and Mandatory Reporting Duty for Teachers

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 a form of child abuse with long-lasting harmful consequences.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers (either through disclosure or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this personally to the police. Those failing to report such cases will face disciplinary sanctions. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

4.2 Peer on Peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse

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and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying);
- sexual violence such as rape, assault by penetration and sexual assault;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting;
- initiation/hazing type violence and rituals.

Such behaviour will be dealt with in line the Academy's Behaviour Policies and the Trust suite of policies which support safeguarding.

4.3 Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff are also aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such

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behaviours risks normalising them.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. Any decisions made will be on a case-by-case basis with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, supported by other agencies such as children's social care and the police as required. Sexting is specifically addressed in Appendix 3 below.

See Paragraph 43 and Annex A in the [Sexual violence and sexual harassment between children in schools and colleges](#) for further advice information and resources.

4.4 Serious Violence

Staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Staff are aware of the associated risks and understand the measures in place to manage these.

4.5 Child Sexual Exploitation (CSE)

Statutory definition of Child Sexual Exploitation:

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

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms

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ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend:

Abuser groom's victims by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

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Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

The Academy makes children aware of CSE through its PSHE programme and warns of the coercive nature of relationships formed where the victim doesn't realise, they are being exploited until they have been drawn in. Initially, children may ignore staff concerns and regard them as interfering however staff must act and not ignore any suspicions they may have.

4.6 Forced Marriage

This is where a marriage is forced upon a female (sometimes male) where they haven't consented but are coerced into it. Coercion might include; physical, emotional, financial, psychological and sexual pressure. It may also include physical and sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. Academy staff receive training to be aware of students who raise suspicions or who show concern to being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

4.7 Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, dangerous and criminal.

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Academy staff are trained in identifying the risks associated with extremism and opportunities are provided within the Academy's curriculum to allow students to discuss issues of ethnicity, culture and religion in line with [Promoting fundamental British values as part of SMSC in schools](#)

Prevent

As part of the Counter Terrorism and Security Act 2015, academies have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside Academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles

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- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

4.8 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The Academy itself has a duty to inform the local authority of the private fostering arrangements.

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

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4.9 Child Missing in Education

All staff should be aware that children going missing, repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, sexual abuse or exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and prevent further risk. Staff must be aware of both unauthorised absence procedures and the children missing in education procedures that operate within each Academy.

4.10 Other relevant information

Work Experience

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2019)*.

Children staying with host families

The Academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the Academy follows the guidance in *Keeping Children Safe in Education (2019)*, to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during Academy terms and we will work with the local authority to check that such arrangements are safe and suitable.

The Academy maintains a single central record of recruitment checks undertaken.

Extended Academy and off-site arrangements

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

When our pupils attend off-site activities, including day and residential visits and work-related activities, the Academy will check that effective child protection arrangements

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are in place.

Photography and images

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

To protect pupils, we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- all visitors will be given a trust safeguarding information on arrival which makes clear they must not take any photographs of students whilst on site or discuss the nature of their visit on social media without prior consent given from the Academy.

Racist Incidents

Racist incidents must always be reported via CPOMS, are dealt with in accordance with our behaviour policies. Depending on the circumstances of the case, they may also be managed under the safeguarding policy as with other forms of harassment and abuse.

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed every two years by the Trust. It reflects the consideration the Trust and its Academies give to the protection of our children both within the Academy environment and when away from the Academy when undertaking trips and visits.

Behaviour

Expectations of behaviour in each Academy are clearly set out in local policies. Careful monitoring is essential in order to identify any difficulties a pupil may be experiencing which may in turn, indicate safeguarding concerns.

4.11 Definitions

As in the Children's Acts 1989 and 2004, a child is defined as anyone who has not yet

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reached his/her 18th birthday.

Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **development** means physical, intellectual, emotional, social or behavioural development; **health** includes physical and mental health; **ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological

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needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a child's basic emotional needs. Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour-based violence and female genital mutilation.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Statutory assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local authority's referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called

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honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

5. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THEIR ACADEMY AND AT HOME

It is not the responsibility of Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents/carers.

5.1 Staff will Immediately Report

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher, during their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the designated safeguarding lead, who will inform the Police;
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

5.2 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other

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members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of the Academy's staff.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the Designated Safeguarding Lead.
 - Reassure and support the child as far as possible.
 - Explain that only those who 'need to know' will be told.
 - Explain what will happen next and that the child will be involved as appropriate.

5.3 Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will

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consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Child Protection Register.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Police, Children's Social Care etc.
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the designated safeguarding lead should support the through liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If it would be appropriate to make a referral for other services.

Referrals should ideally be made by a designated safeguarding lead, however in their absence, anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by a standard

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Referral Form.

5.4 Action following a child protection referral

- The Designated Safeguarding Lead or other appropriate member of staff will:
- Make regular contact with Children’s Social Services
- Contribute to the Strategy Discussion and Initial Assessment
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Share all reports with parents prior to the meetings
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the LADO
- Where a child is having a Child Protection Plan moves from an Academy or goes missing, immediately inform the key worker in Social Services

5.5 Recording and Monitoring

Each Academy will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child has been subject to a Child Protection Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/reviewing

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size, colour of any injuries (photographs if appropriate)
- Words child uses (not translated into ‘proper’ words)
- Non-verbal behaviours

All child protection documents will be retained in a ‘Child Protection’ file, separate

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from the child's main file. This will be locked away and only accessible to the Head of School/Headteacher and Designated Safeguarding Lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Safeguarding'.

If the child goes missing from education or is removed from roll to be educated at home than any Child Protection file should be copied, and the copy sent to the appropriate officer at the Local Authority.

The Academy will retain all original copies of child protection files until the child's 25th birthday.

Each Academy will monitor:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances
- Parental behaviours/care of child

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to

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their safety and/or welfare. Children’s social care assessments should consider such factors, so **it is important that schools provide as much information as possible as part of the referral process.** This will allow any assessment to consider all the available evidence and the full context of any abuse.

5.6 Supporting the Child and Partnership with Parents/Carers

The Trust recognises that the child’s welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.

Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide secure, caring, supportive and protective relationships for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff ‘need to know’ personal information and what they ‘need to know’ for supporting and protecting the child.

Looked after children and previously looked after children

Training and induction undertaken by staff ensures that they have the skills, knowledge and understanding to keep looked after children safe.

Appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information is also held about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead has details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

Staff within the Trust’s academies are committed to working together with all agencies and ensuring prompt action is taken when necessary to safeguard these children, who

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are a particularly vulnerable group.

Children with Special Education Needs and Disabilities

Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. They are also made aware training and induction to:

- Guard against assumptions that possible indicators of abuse such as behaviour, mood and injury relate to the child's disability
- Recognise that this group of students may be more prone to peer group isolation than other children and refer this to the relevant member of the pastoral
- Recognise the potential for children with SEND being disproportionately impacted by behaviours such as bullying without showing any signs
- Recognise that students with SEND may face difficulties in communicating concerns.

To address the additional challenges, academies within the Trust might assign a key worker or seek to provide other additional pastoral support for children with SEND.

5.7 Allegations regarding Person(s) working in or on behalf of the Trust (including volunteers)

Where an allegation is made against any person working in or on behalf of the Trust, that he or she has:

- Behaved in a way that has harmed a child and/or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Has behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.

The Trust will follow the Local Safeguarding Children's Board Procedure for Dealing with Allegations against a Person who works with Children.

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely as mentioned above.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received the allegation or witnesses an event will immediately

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inform their Academy Head of School/Headteacher (or Executive Head if the allegation is against the Head of School/Headteacher) and make a record

- The Head of School/Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Head of School/Headteacher may need to clarify any information regarding the allegation, however, no person will be interviewed at this stage
- The Head of School/Headteacher will consult with the Local Authority Designated Officer (LADO) to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to Social services and/or Police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Head of School/Headteacher will inform the Chief Executive Officer of any allegation.

Where a staff member feels unable to raise an issue with their Head of School/Headteacher, designated safeguarding lead or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to the Trust's Confidential Reporting Code.

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North East
Learning Trust

Appendix 1

Local Safeguarding Children Board (LSCB)

Academy	LSCB	Website	Local Area Designated Officer (LADO)	Contact details
Ashington & Bedlington	Northumberland	www.northumberland.gov.uk/Children/Safe-guarding	Adam Hall	Telephone No: 01670 623979 Email: LADO@northumberland.gov.uk Adam.hall01@northumberland.gov.uk
Browney, Easington, Sacriston, Teesdale, Shotton Hall	Durham	www.durham-scp.org.uk/professionals	Sharon Lewis	Telephone No: 03000 268835 Email: CYPSSLADOSecure@durham.gov.uk
Diamond Hall	Sunderland	www.sunderlandscb.com	Danielle Rose	Telephone No: 0191 561 7198 or 0191 561 3901 Email: lado@sunderland.gov.uk

Safeguarding Leads and Safeguarding Governors

Academy	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Trustees	N/A	N/A	Mrs M Saxton
Ashington	Mr S Walton	Ms S Hindmarch	Mrs H Smy
Bedlington	Mrs L Richardson	Mrs S Pritchard	Mrs F Mather
Browney	Mrs C Harris	Ms J Martindale	
Diamond Hall	Mrs S Bendelow	Mrs G Welsh, Mrs K Bennett, Mrs S Wilson	Mr M Haggarty
Easington	Mr M O'Carroll	Mr J Thorez	Mrs L Wood
Hermitage	Mrs S L Howe	Mr S Wainwright, Mrs R Gibbons	
Sacriston	Mrs A Bartlett	Mrs L Parks	Mrs T Pizl
Teesdale	Mr D Pilling	Mr A French	Mrs M Farrow
Shotton Hall	Mrs S Heseltine	Ms A Walshaw, Mrs R Bridgewater	Mrs F Talbot

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Appendix 3

Sexting and Searching

Definition of 'sexting'

There are a number of definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: **by** children under the age of 18, or **of** children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and

On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

In an Academy-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

However, the decision to view imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the child protection policy and procedures of the school.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the designated safeguarding lead would need to be satisfied that viewing:

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

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does

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not need to view the images.

- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
 - Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

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Appendix 4

Additional Advice and Support

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused: advice for practitioners	DFE Advice
	Domestic violence	Home Office
	National action plan to tackle child abuse linked to faith or belief	DFE advice
	Disrespect NoBody campaign	Home Office website
Bullying	Preventing and tackling bullying	DFE advice
Children and the courts	Going to court (5 to 11 year olds)	MoJ Advice
	Going to court and being a witness (12 to 17 year olds)	MoJ Advice
Children Missing from education, home or care	Children missing education	DFE Statutory Guidance
	Statutory guidance on children who run away or go missing from home or care	DFE Statutory Guidance
	Missing children and adults strategy	Home Office Strategy
Children with family members in prison	www.nicco.org.uk	Barnardo's in partnership with HMP&P Service advice
Child Exploitation	Criminal exploitation of children and vulnerable adults: county lines	Home Office Guidance
	Child sexual exploitation: definition and guide for practitioners	DFE
	Safeguarding children who may have been trafficked: practice guidance	DFE and HO Guidance
Drugs	DfE and ACPO drug advice for schools	DFE and ACPO advice
	Drug strategy 2017	Home Office Strategy
	www.talktofrank.co.uk	Talk to Frank website
	http://mentor-adepis.org/	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: resource pack	Home Office
	Multi-agency statutory guidance on female genital mutilation	DFE, DH and HO Statutory Guidance
	Multi-Agency Statutory Guidance for dealing with forced marriage	Foreign Commonwealth Office and Home Office
Health and Well-Being	Safeguarding children in whom illness is fabricated or induced	DFE, Department for Health and Home Office
	the Rise Above for Schools Guidance on learning in a safe environment	Public Health England resources

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	Supporting pupils at school with medical conditions	DFE Statutory Guidance
	Mental health and behaviour in schools	DFE Advice
Homelessness	Homelessness code of guidance	HCLG
Online	Sexting in schools and colleges	UK Council for Child Internet Safety
Private Fostering	Children Act 1989: private fostering	DFE Statutory Guidance
Radicalisation	Revised Prevent duty guidance: for England and Wales	Home Office Guidance
	The prevent duty: for schools and childcare providers	DFE advice
	www.educateagainsthate.com	DFE and Home Office
Violence	Advice to schools and colleges on gangs and youth violence	Home Office advice
	Ending violence against women and girls strategy: 2016 to 2020	Home Office Strategy
	Violence against women and girls: national statement of expectations	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DFE advice
	Serious Violence Strategy	Home Office Strategy

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