

## Safeguarding & Child Protection Policy

This policy is informed by **Keeping Children Safe in Education September 2016** and includes statutory guidance, across 3 local authorities, which academies must have regard to.

### Document Control

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<b>Related CMAT Policies:</b>	Safer Recruitment Policy Physical Restraint: Guidance and Procedure Searching and Confiscation Policy Supporting Children with Medical Conditions Policy Intimate Care Policy Children Looked After Policy Visitor & Volunteer Policy Prevent Guidance & Procedure Attendance & Punctuality Policy
<b>Related Documents:</b>	Keeping Children Safe in Education: September 2016 Advice for practitioners: March 2015 Revised Prevent Duty Guidance for England and Wales: July 2015 Working Together to Safeguard Children: 2015 Education Child Protection Record Keeping Guidance Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers: DfE 2015 Multi-agency statutory guidance on female genital mutilation: April 2016 Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings: October 2015

## Revisions

Version	Page/Para No.	Description of Change	Approved On
2	<u>1</u>	Addition of linked policy details  Update of Academy contacts and addition of new Academies	

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**Key Information** – *this is unique for each Academy*

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	Name	Telephone contact	Email
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Designated Safeguarding Person	Tracey Cadogan	01487 830701	<a href="mailto:tcadogan@sawtryva.org">tcadogan@sawtryva.org</a>
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Safeguarding Academy Council member	Claire Thorne	01954 230366	<a href="mailto:clairret2002@gmail.com">clairret2002@gmail.com</a>
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**The external contact information for each area in which the academies operate can be found in Appendix B – Useful Contacts**



## INTRODUCTION

The academy fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This policy sets out how the Academy Council discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academy. Our policy applies to all staff, paid and unpaid, working in the academy including Academy Councilors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the academy and its Academy Councilors.

This policy reflects the Cambridgeshire, Lincolnshire and Peterborough Safeguarding Children Boards, Child Protection Procedures and **“Keeping Children Safe in Education” September 2016**. All staff must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with **“What to do if you’re worried a child is being abused: Advice for practitioners” March 2015**.

Through their day-to-day contact with pupils and direct work with families all staff in academy have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

(See Keeping Children Safe in Education, 2016, p6)

**There are five main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole academy protective ethos

**PROTECTION AND PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse and protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. The definitions of the four categories of abuse are attached (see Appendix A)

**SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN and SAFER RECRUITMENT** processes are followed to ensure that those who are unsuitable to work with children are not employed.

## 1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The academy will therefore:
  - 1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
  - 1.2.2 ensure children know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
  - 1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
  - 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
  - 1.2.5 We use PSHE education in our primary academies- Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

## 2.0 PROTECTION AND PROCEDURES

- 2.1 We will follow:  
The procedures set out in the **Cambridgeshire** Local Safeguarding Children Board “Inter-Agency Procedures”. A copy of these procedures can be found on the LSCB website [www.cambslscb.org.uk](http://www.cambslscb.org.uk)  
Or  
The procedures set out in the **Lincolnshire** Safeguarding Children Board “Policies and Procedures manual”  
A copy of these procedures can be found on the LSCB website <http://lincolnshirescb.proceduresonline>  
Or  
The procedures set out in the **Peterborough** Procedures online. A copy of these procedures can be found on the website <http://peterborough.proceduresonline.com/index.htm>
- 2.2 Academy Councils, proprietors and management committees should appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL should take lead responsibility for safeguarding and child protection.
  - 2.2.1 The DSL should have the appropriate status and authority within the academy to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See Keeping Children Safe in Education, Appendix B)
  - 2.2.2 The activities of the DSL can be delegated to appropriately-trained deputies (Designated Personnel DP).
  - 2.2.3 The lead responsibility for child protection remains with the DSL and cannot be delegated.
  - 2.2.4 The DSL and DPs should undergo the two day training provided by the Education Child Protection Service
  - 2.2.5 This training should be updated **every two years**.

- 2.2.6 In addition to the formal training set out above the DSL and DPs should refresh their knowledge and skills e.g. via bulletins, meetings or further reading at **least annually**.
- 2.2.7 Academy Councils should also ensure that every member of staff, paid and unpaid, and the Academy Council knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.
- 2.2.8 Keeping Children Safe in Education states “During term time the designated safeguarding lead (Or a deputy) should always be available (during academy hours) for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual academies and colleges to define what “available” means”.
- 2.2.9 Academy Councils should ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to both the Advice Line run by the Education Child Protection Service and Children’s Social Care. The Emergency Duty Team (out of hours) is also available.
- 2.2.10 Academy Councils should consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training
- 2.4.12 Academy Councils should ensure every member of staff and every Councilor knows:
- the name of the designated person/s and their role
  - how to identify the signs of abuse and neglect
  - how to pass on and record concerns about a pupil
  - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
  - that they have a responsibility to provide a safe environment in which children can learn
  - where to find the Inter – Agency Procedures on the LSCB website
- 2.4.13 Academy Councils should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated.  
In addition all staff members should receive regular safeguarding and child protection updates as required **but at least annually**
- 2.4.14 Academy Councils should ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 2.4.15 Academy Councils should ensure that parents are informed of the responsibility placed on the academy and staff in relation to child protection by setting out these duties on the academy website
- 2.4.16 Academy Councils should ensure that this policy is available publicly via the academy website

## 2.5 **Liaison with Other Agencies**

The academy will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.5.2 co-operate as required, in line with **Working Together to Safeguard Children 2015**, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.5.3 notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## 2.6 Record Keeping

The academy will:

- 2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- 2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location
- 2.6.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the **Education Child Protection Record Keeping Guidance**
- 2.6.4 make parents aware that such records exist except where to do so would place the child at risk of harm.
- 2.6.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

## 2.7 Confidentiality and information sharing

- 2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.7.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Principal.
- 2.7.3 The Designated Safeguarding Lead will take advice from a relevant outside agency as required and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The academy will:

- 2.7.4 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required.  
(See “**Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers**”, DfE 2015)
- 2.7.5 ensure that the Principal or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a ‘need to know’ basis, including Domestic Violence notifications
- 2.7.6 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.7.7 ensure staff are clear with children that they cannot promise to keep secrets.

## 2.8 Communication with Parents/Carers

The school will:

- 2.8.1 ensure that parents/carers are informed of the responsibility placed on the academy and staff in relation to child protection by setting out its duties in the academy prospectus/website.
- 2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk of harm to the child, advice will be sought from Social Care.
- 2.8.3 Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 2.8.4 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

### 3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 **The academy will support the pupil through:**
  - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
  - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
  - 3.4.3 The academy's behaviour policy will support vulnerable pupils in the academy. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The academy will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
  - 3.4.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service, Addaction or Locality Teams
  - 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
  - 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
  - 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Inter - Agency Procedures"
  - 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection review team within the Local Authority will also be informed
  - 3.4.9 When a child is missing from education, the academy will follow the procedure as set out in Local Authority's Children Missing in Education guidance and inform the Child Missing Education (CME) team as required. The academy will also keep records of all students' admissions and leavers and will make

reasonable and justified attempts to confirm information prior to a student leaving or joining the academy. Furthermore, in line with County's policy the academy will share records of all new admissions and leavers to minimise the risk of a child missing education. However, if the academy deems a child to be at immediate risk then the academy will carry out a risk assessment and will inform agencies such as the police, social care and the child missing education team of their concerns using the academy safeguarding protocols.

When a parent elects for a student to receive elective home education (EHE) the academy will follow the procedure as set out by the County's approach to Elective Home Education. Once a formal request is received the academy will inform the Inclusion and Attendance Team, or relevant team, who form part of the child missing education team of the details in relation to the request, including any known risks about the child and a 2 year attendance history.

### **3.5 Substance Misuse and Child Protection**

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

### **3.6 Children of Substance Misusing Parents/Carers**

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

- 3.6.2 When the academy receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

- 3.6.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.7 Domestic Abuse**

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

- 3.7.2 Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

3.7.3 This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

3.7.4 Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

### 3.8 Female Genital Mutilation (FGM)

3.8.1 "FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways". **(Multi-agency statutory guidance on female genital mutilation, April 2016).**

3.8.2 The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

3.8.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

3.8.4 It is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. (Multi-agency statutory guidance on female genital mutilation, April 2016)

3.8.5 The academy takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

3.8.6 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

### 3.9 Child Sexual Exploitation (CSE)

3.9.1 Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.

3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

3.9.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.9.6 Academics will refer to the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

### **3.10 'Honour based' violence**

- 3.10.1 So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse and should be handled and escalated as such.
- 3.10.2 If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
- 3.10.3 If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **4.0 Peer on Peer Abuse**

- 4.1 Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
- 4.2 This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.
- 4.3 Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 4.4 The academy will include within the curriculum, information and materials that support children in keeping themselves safe from abuse including abuse from their peers and online.
- 4.5 Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images - What to do and how to handle it, published by CEOP.

### **5.0 Prevention of Radicalisation and Extremism**

- 5.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of "building children's resilience to radicalisation".



- 5.4 Staff in schools must be made aware of this duty through Prevent training
- 5.5 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead/Prevent Lead.
- 5.6 See also “**Revised Prevent Duty Guidance for England and Wales**” (July 2015) (paras 57 – 76) for duties on staff in schools
- 5.7 Our procedures in relation to PREVENT (supporting the Prevention of Extremism and Radicalisation) are embedded within our day-to-day Safeguarding practice and procedures.
- 5.8 The Academy has a named SPOC (Single Point of Contact). He/she will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel. It should be made clear on the referral form that it is prevent and referrals should be sent to the multi-agency safeguarding hub who will forward this to Channel. Email: [mash.cp@cambs.pnn.police.uk](mailto:mash.cp@cambs.pnn.police.uk) / [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk).
- 5.9 The SPOC has undertaken prevent awareness training and this has been delivered to staff as part of our ongoing updated safeguarding training.
- 5.10 The Academy’s internet filtering includes the prevention of access to extremist material in academy.

## **6.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 6.1 The academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance ‘Keeping Children Safe in Education’ (2016) and the Local Authority’s Safer Employment Policy.
- 6.3 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Academy Council . (See Allegations flowchart Appendix C.) The academy will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 6.4 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not “disqualified by association”. A record of self-declaration should be kept on the academy’s Single Central Record. (See the **Safer Recruitment Policy** where this is set out in greater detail).
- 6.5 The academy will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education, 2016 and the school's Personnel Manual from EPM Ltd.
- 6.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of the Academy Council should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

- 6.7 The academy will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the academy and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 6.8 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. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 6.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.10 The academy will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 6.11 All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015)**.
- 6.12 The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 6.13 The academy will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## **7.0 OTHER RELATED POLICIES AND GUIDANCE**

### **7.1 Whistle-blowing**

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the academy's Whistle-blowing policy

### **7.2 Physical Intervention and/or the Use of Reasonable Force**

Our policy on physical intervention by staff is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

### **7.3 Anti -Bullying**

Our policy on bullying is set out in a separate document. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **7.4 Prejudice Related Incidents**

Our policy on prejudiced related incidents is set out in a separate document. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

### **7.5 Health and Safety**

Our Health and Safety policy is set out in a separate document. It reflects the consideration we give to the protection of our children both within the academy environment and when away from the academy when undertaking academy trips and visits.

#### **7.6 Children with Statements of Special Educational Needs**

Our SEND policy is set out in a separate document. We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. Academy staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

#### **7.7 E-Safety and Acceptable Use Policy**

Our policy is set out in a separate document. It includes our guidance on use of mobile phones, cameras and sharing of images. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the academy has developed guidance to outline the required protocol for all staff, students, volunteers and parents/carers. The Academy believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications. Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in the academy.

#### **7.8 Intimate Care Policy**

#### **7.9 Complaints procedure**

#### **7.10 Behaviour Policy**

#### **7.11 Mobile technology guidance**

7.11.1 Cameras and mobile phones are prohibited in all toilet and changing areas.

7.11.2 No photographs may be taken on personal mobiles/tablets or for an adult's own records.

7.11.3 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy (and the Mobile Technology policy in settings with Early Years provision)

#### **7.12 Extended Schools and Before and After School Activities**

7.12.1 If the academy provides extended school facilities or before or after school activities directly under the supervision or management of academy staff, the academy's arrangements for safeguarding as written in this policy shall apply.

7.12.2 Where services or activities are provided separately by another body the academy will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the academy on these matters where appropriate.

### **8.0 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

#### **For Special Schools**

All pupils at the Academy have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The academy has pupils with emotional and behavioural difficulties and/or challenging behaviours. The academy will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

### **For Primary and Special schools**

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The academy has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the academy will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

## **9.0 ACADEMY COUNCIL CHILD PROTECTION RESPONSIBILITIES**

9.1 The Academy Council fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the academy's safeguarding arrangements and practice and champion child protection issues
- Ensure an annual report is made to the full Academy Council, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the academy website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

## Appendix A - Four categories of abuse

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

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless  
Unloved  
Inadequate  
Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

## Appendix B - Useful Contacts

### Cambridgeshire and Peterborough

	Name	Telephone contact	Email
Contact Centre - <b>Cambs</b>	FREDT	0345 045 5203	<a href="mailto:referralcentre.childrens@cambridgeshire.GCSX.gov.uk">referralcentre.childrens@cambridgeshire.GCSX.gov.uk</a>
Contact Centre – <b>P'boro</b>	First Response Team	01733 864170/ 864180	<a href="mailto:cscrecords@peterborough.gcsx.gov.uk">cscrecords@peterborough.gcsx.gov.uk</a>
Out of hours	Duty Social worker	01733 234724	<a href="mailto:referralcentre.childrens@cambridgeshire.GCSX.gov.uk">referralcentre.childrens@cambridgeshire.GCSX.gov.uk</a>
Police	Child Abuse Investigation Unit	01480 847743 or 101/999 (in an emergency)	
Early Help helpline - <b>Cambs</b>	FREDT Sara Rogers	0345 045 0180 01223 703800	<a href="mailto:referralcentre.childrens@cambridgeshire.GCSX.gov.uk">referralcentre.childrens@cambridgeshire.GCSX.gov.uk</a> <a href="mailto:sara.rogers@cambridgeshire.gov.uk">sara.rogers@cambridgeshire.gov.uk</a>
Early Help helpline – <b>P'boro</b>	Michelle Harriss	01733 863649 01733 864031	<a href="mailto:helpwithCAF@peterborough.gov.uk">helpwithCAF@peterborough.gov.uk</a> <a href="mailto:Michelle.harriss@peterborough.gov.uk">Michelle.harriss@peterborough.gov.uk</a>
Designated Officer (formerly known as LADO) - <b>Cambs</b>	Janet Farr	01223 727968 01223 727969 01223 727967	<a href="mailto:janet.farr@cambridgeshire.gov.uk">janet.farr@cambridgeshire.gov.uk</a>
Designated Officer (formerly known as LADO) – <b>P'boro</b>	Alison Heron	(01733) 864038	
Named Senior Officer for Allegations - <b>Cambs</b>	Chris Meddle (Education Adviser, CCC)	01223 703564	
Education Child Protection Service Advice Line - <b>Cambs</b>		01223 703800	

### Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures:

[www.cambridgeshire.gov.uk/lscb/](http://www.cambridgeshire.gov.uk/lscb/)

### Lincolnshire

	Name	Telephone contact	Email
Contact Centre	Lincolnshire CSC	01522 782111	<a href="http://www.lincolnshire.gov.uk/scb">www.lincolnshire.gov.uk/scb</a>
Out of hours	Emergency Duty Team (EDT)	01522 782333	<a href="mailto:lscb@lincolnshire.gov.uk">lscb@lincolnshire.gov.uk</a>
Police	Police (Child Abuse Investigation Unit)	101 or 999 (in an emergency)	
Early Help helpline	TAC Administration Team	01522 555826	<a href="mailto:tacadmin@lincolnshire.gcsx.gov.uk">tacadmin@lincolnshire.gcsx.gov.uk</a>
Designated Officer (formerly known as LADO)	Ursula Morton Anne Falkner Ruth Fox	01522554687 01522 554674 01522 554687	<a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a>

### Lincolnshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures:

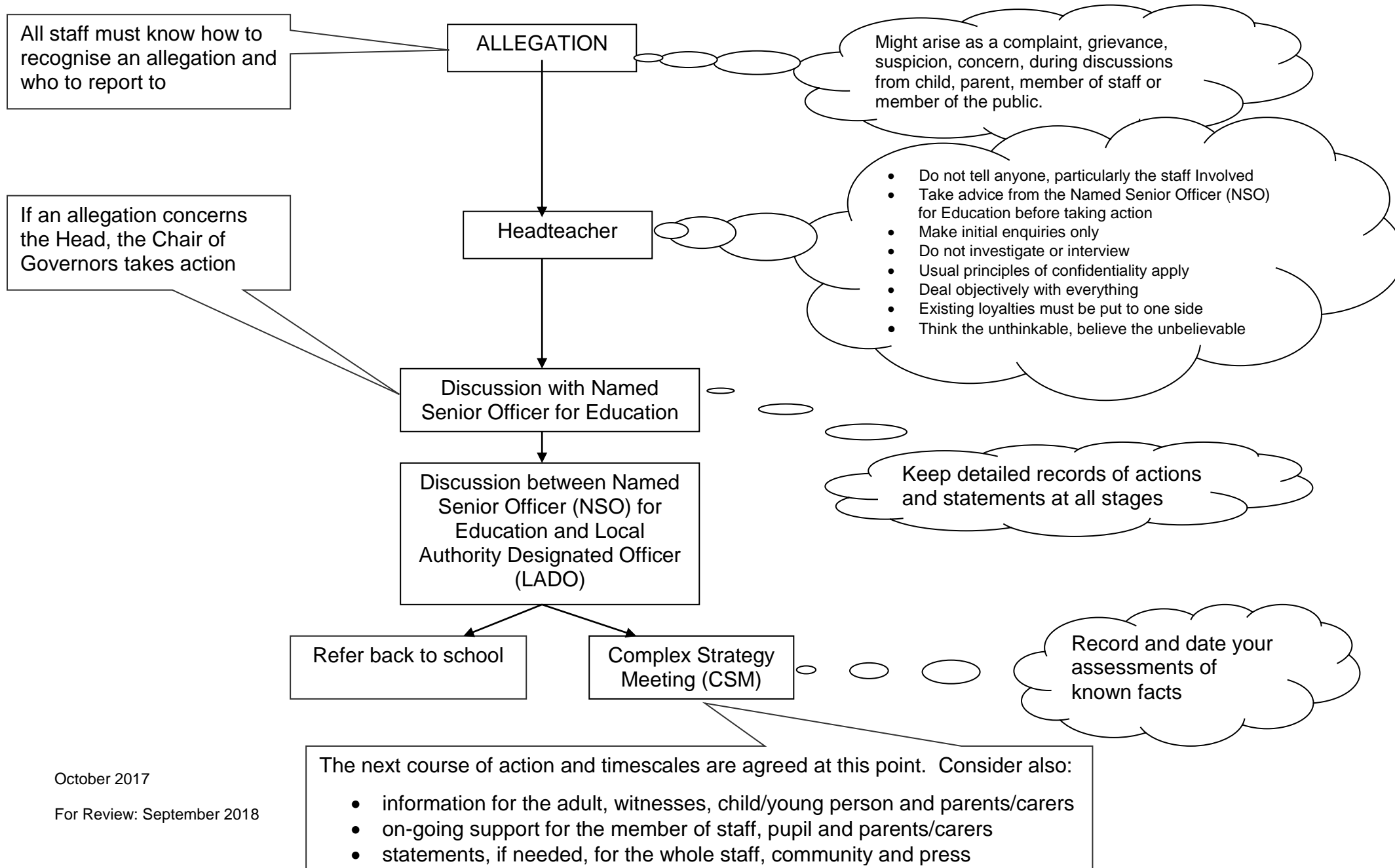
[www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb)

### Relevant Documents

- “Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March, 2015)
- “Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2016)
- “What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)
- “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)
- Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015)
- ‘Sexting’ in schools: advice and support around self-generated images - What to do and how to handle it, CEOP

## Managing an Allegation Against a Member of Staff in a CMAT Academy

## Appendix C



October 2017

For Review: September 2018