Waterside Academy Safeguarding, Child Protection and Early Help Policy

1.0 Waterside Academy mission statement

Waterside Academy is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

Waterside Academy is committed to safeguarding and promoting the welfare of all its students and all board members expect all staff (including supply staff) and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

2.0 Policy links to school mission, aims and values

All of the work of Waterside Academy is intended to support the delivery of our mission statement in full.

All schools are required to have a Child Protection and Safeguarding Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. At Waterside Academy, we take very seriously our duty towards all students who have been entrusted to our care and seek to provide a school environment where all children are safe, secure, valued, respected and listened to.

Waterside Academy understands that our work in safeguarding and child protection must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

3.0 Statutory framework

Our Child protection, Safeguarding and Early Help Policy is written with due regard to the national guidance published by the Department for Education entitled "Keeping Children Safe in Education (KSCIE)" (2022), "Working together to safeguard Children (2018)" and the "Governance Handbook". It will be reviewed annually in addition to each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Hackney Education are available from:
https://www.londonsafeguardingchildrenprocedures.co.uk/amendments.html

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 to safeguard and promote the welfare of students 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
- 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

4.0 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5.0 Links with other policy areas

Our procedures will be followed by all adults, including supply staff and volunteers, working with or on behalf of the school. This Policy was adopted on 1st September 2022 and is reviewed annually by the Local School Board, the Headteacher and the Designated Safeguarding Lead.

It should be read in conjunction with our policies/procedures for:

- Anti-bullying
- Attendance
- Behaviour
- Online Safety
- Health and Safety
- Safer Recruitment
- Volunteer Recruitment
- Staff Code of Conduct
- Police in Schools Policy
- Medical care

6.0 Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and local school board members in the school and is consistent with the procedures of our safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

6.1 All staff

All staff will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- The school systems which support safeguarding, including this child protection, safeguarding and early help policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The need to report low level concerns of possible breaches of school policy or code of conduct using the school systems and recognise these can be based on suspicion, complaint or disclosure or as part of the vetting process. They will also know how to self refer if they feel they have breached school policy and/ or compromised the welfare of children.

6.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team, the DSL is **Hannah McDermott** (Assistant Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours, the DSL can be contacted if necessary by emailing safeguarding@watersidecst.org.

In the absence of the DSL, we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise, as per the 2022 KCSIE guidance; the Deputy DSLs are trained to the same level as the DSL.

6.2.1 Deputy DSLs:

- **Laura Purcell** - Family Support Worker - laurapurcell@watersidecst.org
- **Salim Foughali** - Deputy Headteacher - salimfoughali@watersidecst.org
- **Francis Bray** - Headteacher - francisbray@watersidecst.org

The DSL will be given the time, funding, training, resources and support to do the following:

6.2.2 Manage referrals

- review all staff referrals and assess level of risk and decide next actions. Record all referrals in an appropriate place for future reference.
- consider if early help can be offered to support or prevent the child / young person's needs escalating.
- refer cases of suspected abuse to the local authority children's social care as required. To discuss your worries with a social worker, please phone Hackney Children and Families Services Multi Agency Safeguarding Hub (MASH) on 020 8356 5500 or email MASH@hackney.gov.uk
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the police as required

6.2.3 Work with others

- liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 or 17 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff
- adhere to all multi-agency safeguarding arrangements including the new safeguarding partners (LA/clinical commission group/police) and ensure that the school contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'.

6.2.4 Undertake training

The DSL (and Deputy DSLs) have completed training to provide them with the knowledge and skills required to carry out the role. Refresher training will be completed at least every two years. The DSL and Deputy DSLs have also completed Prevent awareness training. In addition to the formal training set out above, their knowledge and skills are refreshed regularly by e-bulletins, network meetings and CPD focusing on safeguarding developments allowing them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help assessment and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference, a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the school's Child Protection, Safeguarding and Early Help Policy and procedures and staff code of conduct, especially new, part time staff and volunteers
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

6.2.5 Raise Awareness

The DSL is aware that part of their responsibility is to ensure the school's Child Protection, Safeguarding and Early Help Policy is known, understood and used appropriately by:

- ensuring it is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Local School Board regarding this
- ensuring the policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and are aware of the role of the school in this link with the local safeguarding children partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding

6.2.6 Manage child protection file

- All concerns will be logged by the DSL or deputy using the 'Safeguard' online software package. All safeguarding information about a child will be stored electronically on the software or hard copies will be kept in a separate locked filing cabinet in the DSLs office
- Where children leave the school, we will ensure their child protection file is transferred to the new school within 5 days
- This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained

6.2.7 Be available

- During term time, the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding or child protection concerns
- During out of school hours/school closure periods, the Designated Safeguarding Lead/other appropriate staff can be reached on the telephone. This will be: Hannah McDermott (until 25th October 2022), Salim Foughali and Francis Bray. The DSL will ensure that the relevant phone numbers are supplied to staff.

6.3 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that Local School Board members, staff (including temporary staff) and volunteers:
    - o Are informed of the school systems which support safeguarding, including this policy, as part of their induction

    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Creating a transparent culture of vigilance and safety so that staff and students feel safe in the school and empowered to report any concerns
- Reviewing policies and school systems to ensure safeguarding is at the forefront of decision making

6.4 Local School Board

The Local School Board will:

- Undergo training at induction and throughout their tenure to ensure they are appropriately informed to support and challenge the school in all areas of safeguarding.
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of the Local School Board will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate
- All Board members will read Keeping Children Safe in Education in its entirety

7.0 Recognising abuse and taking action

All children at Waterside Academy must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises safeguarding or child protection concerns. Staff should know how to take the required course of action to maintain an appropriate level of confidentiality.

All staff, volunteers and local school board members must follow the procedures set out below in the event of a safeguarding issue.

7.1 If you have concerns about a child or believe a child is at risk of harm, neglect or abuse

- Fill in the 'CP Logging a Concern' form which can be found in the staff room, the Behaviour Improvement Room and electronically on Google Drive
- Hand it in person to Hannah McDermott as the DSL (or other DSLs in her absence), no more than 24 hours after the incident or sooner if it is an emergency e.g. if a child is suffering or likely to suffer harm, or in immediate danger
- Do not discuss the situation with anyone else
- If in exceptional circumstances the DSL or other DSLs in his absence are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone

else unless told to do so by a relevant authority involved in the safeguarding process

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should follow the advice below:

- Do not make a promise of confidentiality
- Your role is a listening role. Do not interrupt the child if they are freely disclosing events
- Stay calm and do not show that you are shocked or upset
- Any questions that may be needed to clarify matters should be framed in an open manner and not lead the child in any way
- Tell the child they have done the right thing in telling you
- Explain what will happen next and that you will have to pass this information on
- Write up your conversation as soon as possible in the child's own words using the 'CP Logging a concern' form. Stick to the facts, and do not put your own judgment on it
- Sign and date the write-up and pass it on to the DSL as soon as possible (not longer than 24 hours)
- Do not discuss the disclosure with anyone

7.3 If you discover that FGM has taken place or a student is at risk of FGM

Keeping Children Safe in Education (2022) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our school safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our school safeguarding procedures.

7.4 If you have concerns about extremism

- Fill in the 'CP Logging a Concern' form which can be found in the staff room, the Behaviour Improvement Room and electronically on Google Drive
- Hand it in person to Hannah McDermott as the DSL (or other DSLs in her absence), no more than 24 hours after the incident or sooner if it is an emergency e.g. if a child is suffering or likely to suffer harm, or in immediate danger
- Do not discuss the situation with anyone else
- If in exceptional circumstances the DSL or other DSLs in his absence are not available, this should not

delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Local School Board members can call to raise concerns about extremism with respect to a student. Staff can also email counter.extremism@education.gov.uk (this is not for use in emergency situations).

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.5 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be aware of behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps below:

- Fill in the 'CP Logging a Concern' form which can be found in the staff room, the Behaviour Improvement Room and electronically on Google Drive
- Hand it in person to Hannah McDermott as the DSL (or other DSLs in her absence), no more than 24 hours after the incident or sooner if it is an emergency e.g. if a child is suffering or likely to suffer harm, or in immediate danger
- Do not discuss the situation with anyone else

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL for further advice.

7.6 If you have a concern about the sharing of nudes and semi-nudes (sexting)

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), staff must report it to the DSL or Deputy DSLs (in their absence) immediately.

Staff must not:

- View, copy, print, share, store or save the image(s) yourself, or ask a student to share or download it (if staff have already viewed the image(s) by accident, they must report this to the DSL)
- Delete the image or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

7.7 If you have a concern about child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

If you have a concern about child on child abuse that is also a safeguarding concern, take immediate action by following the steps below:

- Fill in the 'CP Logging a Concern' form which can be found in the staff room, the Behaviour Improvement Room and electronically on Google Drive
- Hand it in person to Hannah McDermott as the DSL (or other DSLs in her absence), no more than 24 hours after the incident or sooner if it is an emergency e.g. if a child is suffering or likely to suffer harm, or in immediate danger
- Do not discuss the situation with anyone else

7.8 Reporting systems for our students

The school recognises the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, the school will:

- Put systems in place for students to confidently report their concerns through the school's reportit@watersidecst.org email address
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback

7.9 Early help assessment

All school staff should be prepared to identify a child who may benefit from early help, including being particularly alert to the children outlined on pages 8 & 9 of the KCSIE 2022 guidance. Further details are included in the WTTSC 2018 guidance (as signposted below).

Early Help Assessment 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; if this is the case, they will receive appropriate support from the DSL or Deputy DSLs.

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases (when deemed appropriate by the DSL), acting as the lead professional in undertaking an early help assessment.

Detailed information on Early Help can be found in Chapter 1 of Working together to safeguard Children. If it is felt that the child is in immediate danger or harm and the situation is urgent, the member of staff should contact police directly and follow up with DSL as soon as possible afterwards.

8.0 Training

8.1 All staff

All staff members will undertake safeguarding and child protection training at induction to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Includes covering:
    - Child Protection, Safeguarding and Early Help Policy
    - Behaviour Policy
    - Staff Code of Conduct
    - Safeguarding response to children who go missing from education
    - Role of the DSL (including the identity of the DSL and all Deputy DSLs)
    - The acceptable use of our IT equipment policy
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all students

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings). Volunteers and contractors will receive appropriate safeguarding training, if applicable.

8.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

8.3 Local School Board

All Local School Board (LSB) members receive training about safeguarding at induction and annually, to make sure they have the knowledge and information needed to perform their functions and understand their

responsibilities. As the chair of the LSB may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

8.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

8.5 Staff who have contact with students and families

Staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

9.0 Child protection – recognition and response to abuse

Owing to the nature of the day-to-day relationships children at Waterside Academy have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's mental and physical health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

9.1 Types of abuse and neglect

All school staff should be aware that abuse, neglect, child protection and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

9.1.1 Abuse: 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

9.1.3 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

9.1.5 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (As set out in Appendix A of WTTSC 2018)

All staff will report any concerns to the Designated Safeguarding Lead via the schools published procedures.

All adults working in the school will receive regular child protection training and updates to ensure their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.

We will ensure that the training our staff undertake contains opportunities for learning about current and specific areas of child protection and safeguarding that all staff working in education should be aware of and alert to including additions as set out in Annex A from: KCSIE 2022.

9.1.6 Domestic Abuse: Domestic abuse can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."
"Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

All staff will report any concerns to the Designated Safeguarding Lead via the schools' published procedures.

All adults working in the school will receive regular child protection training and updates to ensure their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.

We will ensure that the training our staff undertake contains opportunities for learning about current and specific areas of child protection and safeguarding that all staff working in education should be aware of and alert to including additions as set out in Annex A from: KCSIE 2022.

10.0 Specific forms and abuse and safeguarding issues

All staff, but especially the designated safeguarding lead (and deputies) should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

10.1 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As a school, we will provide practical advice on how students can keep themselves safe through mentoring, assemblies and working with the police force and other agencies.

10.2 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds). They explain each step of the process and outline the support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful for children for children and entrench conflict in families. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. The DSL and Deputy DSLs will work with all relevant agencies to ensure our students receive appropriate support through the court process.

10.3 Children missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate 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 risk and to help prevent the risks of a child going missing in future. Staff are made aware of their school unauthorised absence and children missing from education procedures, particularly on repeat occasions.

All staff are alerted to signs to look out for, and the individual triggers to be aware of when considering the risks of, potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage through annual safeguarding training. As a school, we inform the local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- has been permanently excluded

The local authority is notified when the school is to remove a student from its register for any of the five grounds above. This is done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that schools comply with this duty,

so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. We inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more (details of which are contained in our attendance policy).

10.4 Children with a social worker

Children may need a social worker due to safeguarding and welfare concerns. The DSL and all members of staff will work with and support social workers to help protect these vulnerable children.

A list of the children with a social worker will be kept and reviewed annually and shared with relevant staff in the school to ensure that they are contacted when required.

10.5 Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. DSL and Deputy DSLs will work with all relevant agencies to ensure our students receive appropriate support throughout this process.

10.6 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, the school recognises that the child perpetrator may also be a victim. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

10.7 Child criminal exploitation (CCE): county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered by the DSL. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years

- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

10.8 Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If concerns are raised about a student in this area, the DSL and Deputy DSLs will consider referring to the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

10.9 Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected". Abusive behaviour directed at a person under 16 would be dealt with as child abuse rather than domestic abuse.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. Exposure to domestic abuse and/or violence can have serious,

long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

10.9.1 Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges

The DSL and Deputy DSLs will be alert to signs of domestic abuse and will engage with other agencies including Operation Encompass to share information and to support the child and the family. The school will report to the relevant agencies any suspected domestic violence. The school will work with families, keeping them informed unless it is felt that there is a real risk to the safety of the child or someone else. Where this is the case, the risk will be made clear in the referral.

10.10 Homelessness

Being homeless, being at risk of becoming homeless, presents a real risk to a child's welfare. The DSL (or Deputy DSLs) are aware of contact details and referral routes for the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases, we will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases, young people could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or Deputy DSLs) should ensure appropriate referrals are made based on the child's circumstances.

10.11 So-called 'honour based abuse' (HBA)

So-called 'honour-based abuse' (HBA) 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, 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 HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy DSLs). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

10.12 Female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals, in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL (or Deputy DSL) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The FGM mandatory reporting duty summary is useful to read. Waterside Academy implements workshops, assemblies, lessons and parent groups to inform, educate, prevent and raise awareness of FGM.

10.13 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The school has monitoring procedures to prevent forced marriage. Where forced marriage is suspected, the school will follow the usual safeguarding procedures. Statutory guidance and multi agency guidelines are available and school staff should contact the DSL using the schools published procedures.

10.14 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. DSL and Deputy DSLs will work with all relevant agencies to ensure our students receive appropriate support throughout this process. Information on the National Referral Process can be found on the government website.

10.15 Preventing radicalisation

The school recognises its duty, under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". We recognise as a school that the Prevent duty is part of our wider safeguarding obligations and that our DSL, Deputy DSLs and other senior leaders should be familiar with the Revised Prevent duty guidance: for England and Wales.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Terrorism is an action that

endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The school uses their judgment in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

All schools are subject to the Prevent duty which can be found here: Prevent Duty 2015. The school complies with the requirements with the Prevent duty by:

- assessing the risk of children being drawn into terrorism, including support for ideas that are part of a terrorist ideology
- training staff in Prevent procedures, usually with the Local Safeguarding Children Partnership
- teaching children about extremism
- using the safeguarding policy to prevent and report any risk
- working with parents, unless there is a specific reason to believe that to do so would put the child at risk
- actively promoting British Values particularly in lessons, assemblies, school events and ethos
- putting in online safety measures to ensure that children are safe from the risk of radicalisation
- complying with local practices and multi-agency information sharing
- nominating a prevent lead in school is our DSL **Hannah McDermott until 25th October and Salim Foughali, thereafter**

Waterside Academy is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs; both students and adults have the right to speak clearly and voice their opinions. However, we are clear that any manipulation or exploitation of the children in our school through the normalisation of extreme views that could leave students vulnerable to radicalisation will be responded to by the use of our safeguarding procedures and the involvement of partner agencies.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views, which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting students from the threat of radicalisation and refer any concerns to the DSL. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns so that appropriate safeguarding actions can be taken. This could include the DSL (or Deputy DSLs) making a referral to the Channel programme.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the DSL to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. Our School works closely with the Hackney Prevent team at prevent@hackney.gov.uk and our DSL and Deputy DSLs are aware of how to make Channel referrals and understand we could be asked to attend a Channel panel as a result of a referral to discuss any individuals and appropriate support that may be required. The DSL and Deputy DSLs will consider whether it would be appropriate to share any information with the new school or college in advance of a student leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or

those who are currently receiving support through the 'Channel' programme, and have that support in place for when the student arrives.

10.16 child on child abuse

Children can abuse other children. This was formerly referred to as peer on peer abuse and now is defined for clarity and transparency as child on child abuse and can take many forms and be an indicator of unmet needs. It can happen both inside and outside of school/college and online. This can include (but is not limited to) bullying (including cyberbullying); abuse within intimate partner relationships, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. All staff remain vigilant and are aware of this specific type of abuse so it can be reported as per the school's procedures. We understand and recognise that child on child abuse exists and are vigilant for signs of it. We will follow safeguarding procedures and create a culture so that students feel able to report it and that all children involved in any issues are dealt with sensitively and supported appropriately.

10.16.1 Sexual violence and sexual harassment between children in schools

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. The school has a zero tolerance approach to sexual violence and harrassment.

All staff understand it is important that **all** victims are taken seriously and offered appropriate support and are aware that the following groups are potentially more at risk:

- girls
- children with SEND
- LGBTQI+ children (a safe space will be provided for this group)
- Looked After Children (LAC) or previously LAC

All staff understand the importance of:

- challenging inappropriate behaviours
- 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"
- challenging behaviours (potentially criminal in nature), such as upskirting, grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Waterside Academy ensures all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. We understand when referring to sexual violence it is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents

- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

When referring to sexual harassment, we understand it to mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. All staff are aware this can be part of a wider pattern of abusive behaviour or a standalone event which could include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
    - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
    - sharing of unwanted explicit content
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats
    - Upskirting

- The school understands the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- The school will ensure that all students know how to report child on child abuse and that support is given both to the perpetrator and the victim. Parents and carers will be alerted to any reports of harmful sexual behaviour made by or about their child.
- All incidents of harmful sexual behaviour will be logged by the DSL and reviewed regularly.
- Where necessary, particularly when the victim and perpetrator are in the school a risk assessment will be drawn up and shared with due regard for appropriate confidentiality. Local safeguarding partners will also be asked to contribute to the risk assessment where appropriate.

Harmful Sexual Behaviour (HSB)

HSB is an umbrella term for when sexual behaviour is problematic, abusive and violent. It is treated as a child protection issue. Whilst the school understands that it is important to take into account the age and stage of development of the child, the school recognises the age of consent and the law and the fact that where there is an age gap between children, usually of around two years or one of the children has a disability, advice will be sort regarding harmful sexual behaviour. The school will always seek help and advice from safeguarding partners where there is cause for concern.

The school recognises that historically across all education providers harmful sexual behaviour has been wide spread and has often been unreported. The school recognises that if HSB is not reported it does not mean that it does not happen. The school has a zero tolerance approach to sexual violence and harrassment. The school will actively work to deter and prevent harmful sexual behaviour including and not limited to the following ways:

- Teaching about consent and harmful sexual behaviour explicitly through the curriculum and assemblies
- Anonymously surveying students to find out information regarding the location and frequency of harmful sexual behaviour both in the school and online
- Have zero tolerance to physical contact, derogatory language and negative comments about a person's appearance or comments of a sexual nature
- Using the school's behaviour policy to follow up incidences of harmful sexual behaviour
- Recording and scrutinising all incidences of harmful sexual behaviour
- Ensuring duty rotas are devised to ensure staff supervision between lessons

The school will follow all procedures and practices outlined in KSCIE 2022 where incidents of HSB occur.

10.16.2 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

As a school we understand the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a disclosure to them, they know to follow the school's safeguarding procedures As is always the case, if staff are in any doubt as to what to do, they should speak to the DSL (or any of the Deputy DSLs in the absence of the DSL).

All students will be taught about upskirting and its implications and how to report it. The school will follow its procedures for sexual harrassment and other forms of child on child abuse to ensure the matter is dealt with.

10.16.3 Sexting

Sending Nudes or Semi Nudes also referred to as Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

If staff are made aware that a child has sent, received or been the subject of sexting, they should report it as a safeguarding incident. Staff should not view the image unless unavoidable. They should let the Designated Safeguarding Lead (DSL) know if they saw the image. The DSL will follow the guidance set out in Sexting in schools.

10.17 Bullying/Cyber-bullying

We understand that bullying is harmful to children and will always take seriously any reports of bullying and respond appropriately. All staff understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience who potentially have more content to share.

The school has in place an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. In addition, our ICT Policy is implemented to combat the risk of bullying and cyber-bullying. In most circumstances, the consequences of this can be addressed using the school's behaviour policy. In some circumstances, it will be necessary to treat it as a safeguarding incident, constituting child on child abuse, and other agencies will be informed. Bullying, cyberbullying and online safety are topics covered by assemblies and targeted curriculum time.

The school is aware that certain groups of students may be more prone than others to bullying. These could include children with SEND and medical issues and disabilities and students who identify as LBQT+. Any bullying incident regarding a child with SEND will be reported to the SENDCO who will offer support. All students who may identify as LBQT+ will be informed of a safe space for them to speak out and how to share their concerns with members of staff.

All bullying incidents are categorised, recorded centrally and reviewed regularly.

10.18 Online safety

We recognise that children's use of the Internet is an important part of their education however there are risks of harm associated with its use as the use of technology has become a significant component of many safeguarding issues. Technology often provides a platform that facilitates in the following way: child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

Waterside Academy has an Online Safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school; this information is shared with parents and carers so they can ensure online safety at home. We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment. We use 'Smoothwall' to monitor email interactions and keystrokes. The DSL and Headteacher are alerted to and check regularly possible abuse and grooming using the school network by this filter.

The breadth of issues classified within online safety is considerable, however we understand they can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

We have a separate online safety policy for online safety of students and staff, this is a topic included as part of staff induction which is used to raise awareness of safety so that staff are fully informed to enable them to have an understanding of risk. This includes the school's approach on the use of mobile technology in the school. Our effective approach to online safety empowers us as a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

10.19 Use or abuse of drugs

Changes in behaviour, mood swings, secrecy and violent outbursts can be signs of substance misuse in children. Where student use or abuse of drugs is suspected, the school will work with the family and other agencies. The school will follow safeguarding procedures where the use or abuse of drugs is suspected by a parent, carer or other person where it directly affects the child.

10.20 Fabricated or induced illness

Where illness is thought to be fabricated on the part of the child, the school will follow its medical care policy to make sure appropriate safeguards are implemented. Induced illness such as self harm will be responded to using the medical care and safeguarding policy and processes. Young people will go to great lengths to cover self-harm scars and injuries. If they are spotted, they might be explained away as accidents. The signs to look for are:

- cuts
- bruises
- burns
- bald patches from pulling out hair
- depression, tearfulness and low motivation
- becoming withdrawn and isolated
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Fabricated or induced illness by a parent or caregiver (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother or father, exaggerates or deliberately causes symptoms of illness in the child. Behaviours include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they are perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

The school will follow safeguarding procedures where this is suspected.

10.21 Faith abuse

Understanding more about a child's faith and the role faith plays in family life is important for anyone working with children, families or communities. It can help when considering appropriate ways to approach conversations around child protection and child safety. Safeguarding of children is the focus of all actions by the school. The school will protect children irrespective of cultural sensitivities; any concerns will be investigated respectfully without detriment to the child's welfare or safety and, where required, referrals completed to appropriate agencies. Under UK law, different practices are no excuse for child abuse or neglect.

10.22 Gangs and youth violence

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations. For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave. The school treats any association with gangs as a safeguarding concern. A useful video offering advice to teachers and parents can be found here: NSPCC Gang Advice. The school takes all reasonable steps to keep children safe from gangs. This includes but is not limited to working to make sure the school and its environs are safe from intruders, running workshops and assemblies on the topic, mentoring 'at risk' students, working with parents, working with the police force and other agencies.

10.23 Mental health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

Mental illness and suicidal thoughts can be common issues for young people and they should be assessed as a safeguarding concern. The school implements its medical care policy for mental health issues in the same way as it does for physical health. Some signs and symptoms of mental health issues that staff should be aware of include:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping.

The school identifies and prevents potential mental health issues by promoting resilience, using monitoring questionnaires, working with parents, mentoring students, workshops run by school nurses and external counseling services such as Hackney Education's Mental Health Support Team and working with and making referrals to CAMHS. Staff should report any symptoms or concerns about a student or their parent or carer's mental health to the DSL as a safeguarding incident. The DSL will use this Mental Health and Behaviour in schools document for guidance.

10.24 Teenage relationship abuse

The school treats teen relationship abuse in the same way as it views child on child abuse or domestic violence. It is also considered in context of possible Child Sexual Exploitation. The school actively teaches its students about healthy relationships. Any suspected teenage relationship abuse should be reported by staff to the DSL.

10.25 Trafficking

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked. The factors listed below are by no means a comprehensive list:

- poverty
- lack of education
- discrimination
- cultural attitudes
- grooming
- dysfunctional families
- political conflict and economic transition
- inadequate local laws and regulations

The school actively monitors for signs of child trafficking at admission of a child to the school. This includes and is not limited to scrutinising documents and asking key questions at interview. Staff who suspect a child is being trafficked should share information with the DSL and treat it as a safeguarding incident.

Students at our school are taught about safeguarding in age appropriate and sensitive ways. Topics are taught as part of a broad and balanced curriculum through Personal, Social, Health and economic (PSHCE) education and sex and relationships education (SRE). Further awareness and education is delivered via assemblies and workshops; parents and carers are encouraged to access resources such as those provided in both the WTTSC 2018 and KCSIE 2022 guidance (in addition to those the school provide).

10.26 Serious Violence

There are a number of indicators, which may signal 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school

- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are traveling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic coordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

11.0 Safeguarding – providing a safe environment

When determining what action to take in response to a safeguarding concern, we will ensure the student's wishes and feelings are taken into account and that they have the opportunity to make their views heard. All systems and processes should have the student's best interests at their heart. It is important that, as a school we provide as much contextual information as possible as part of the referral process, including issues we are aware of away from school in order to aid in the assessment process. This will help build a fuller picture of the child's needs and the support they may require. Further information can be found on the Contextual Safeguarding Networking Website.

All parents and carers of students attending Waterside Academy must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- promoting a caring, safe and positive environment within the school
- ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the children themselves become aware of danger and risk and understand what acceptable behaviour is and what is not.
- working in partnership with all other services and agencies involved in the safeguarding of children
- displaying appropriate posters that detail contact numbers for child protection help-lines

- always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- welcoming visitors in a safe and secure manner
- undertaking risk assessments when planning out of school activities or trips
- ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

12.0 Safeguarding and child protection in specific circumstances

12.1 Attendance

We are aware that a student's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date
- We will monitor safeguarding issues, arising from attendance concerns, using our attendance procedures

12.2 Student behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our students in line with our behaviour policy.

We are aware that any physical response from a member of staff to a student's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a student's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action. All force will be reasonable and no more than is needed to ensure the situation is de-escalated.
- We will always record any occasion when physical intervention has been necessary.
- We will provide positive handling training for key staff.
- We will always notify parents or carers of any such incident.

We understand and recognise that child on child abuse exists and are vigilant for signs of it. We will follow safeguarding procedures and create a culture so that students feel able to report it and that all children involved in any issues are dealt with sensitively and appropriately.

12.3 Health and safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

12.4 Searching Students

Students may be searched by a member of school staff if the school has reasonable grounds to believe that a child is in possession of a prohibited or banned item.

Prohibited Items	Banned items
● Knives and Weapons ● Alcohol ● Illegal Drugs ● Stolen Items ● Tobacco and cigarette papers ● Fireworks ● Pornographic images ● Any item that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to the property of a person	Any item that has been banned and is outlined in the behaviour policy.

Reasonable grounds can be defined as:

- Information from another student or member of staff that a child was seen with the item or had said that they had it.
- Information from a member of the public, parent or professional as seen with the item or had said that they had it.
- CCTV evidence that the child had the prohibited or banned item
- A child has brought in the item previously and therefore regular searches are part of their reintegration into school
- Smells, sounds or visible signs that the child may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette.
- If a child refuses a search with reasonable grounds, the behaviour policy will be applied
- A child can permit a search without reasonable grounds.

Anyone who is authorised by the Headteacher can conduct a search. In this school searches will usually be conducted by :

Salim Foughali
Hannah McDermott
Nina Dada
Adrian Waters
Tom Bagley
Laura Purcell
Rosie Smitham
Kayleigh Gallagher
Adjoa Ossei
Patreiss Jones
Laura Kline

In an emergency situation, permission can be sought from the Headteacher by additional staff members who aren’t named above.

The person conducting the search will always be the same sex as the pupil being searched and there will always be another staff member as a witness unless it is reasonably believed that there is a risk of serious harm that will be caused to a person if the search is not conducted immediately and it is not reasonable practicable to summon a witness. These incidences will be rare.

Searches will take place on school premises or elsewhere where the member of staff has lawful control of the pupil for example on a school trip or offsite PE.

Searches will not require the pupil to remove any other clothing other than outer clothing- this is clothing not worn next to the skin. Staff are also permitted to search bags, desks and lockers.

Whilst rare, members of staff can use force if such force is reasonable given the circumstances when conducting a search for prohibited items but not banned items. This should be rare and staff should have received positive handling training as part of their role.

If a child has had reason to be searched by a member of staff the school will endeavour to let parents know at the earliest opportunity.

Where items are seized as a result of the search- if they are prohibited items they will be disposed of or passed on to the police. If they are banned items they will be confiscated and returned to parents or carers at a time suitable for the school. Sanctions will be given in line with the Behaviour policy.

Where searches take place, a log will be kept which will be scrutinised by the Designated Safeguarding Lead and the Deputy Headteacher.

13.0 Working together with students and parents/carers

13.1 Student information

We recognise the importance of keeping up-to-date and accurate information about students. We will regularly ask students and parents/carers to provide us with the following information (and to notify us of any changes that occur):

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details (at least two accurate contacts on file)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact details of G.P.
- any other factors which may impact on the safety and welfare of the child
- their opinions and experiences regarding safeguarding issues arise and are dealt with, including 'student voice' opportunities
- we will store all data securely in line with data protection protocols

13.2 Looked after children and previously looked after children (LAC)

Waterside Academy will ensure staff have the skills, knowledge and understanding to keep LAC and previously LAC safe. When dealing with LAC and previously LAC, all agencies should work together to take prompt action to safeguard this vulnerable group. The designated teacher responsible for LAC and previous LAC students is **Ismail Yusuf** as per statutory guidance. Ismail Yusuf has undertaken appropriate training and has access to the necessary information, such as details of social workers and the virtual school heads, to support and promote the educational attainment of LAC and previous LAC students. Ismail Yusuf will work with the virtual school

head of Hackney Education and other relevant virtual schools to discuss how to best use funding and support these students' progress.

13.3 Private fostering

Sometimes a child is in the care of someone other than their biological parents or legal guardian. The school will do all that is practicable to find out this information during the school's admission. Sometimes the child transfers to a private foster care arrangement during their time at the school. Staff should inform the DSL if they believe this is the case. If it is found that a child is being looked after by someone for longer than 28 days, the school will inform the local authority.

13.4 Special educational needs

The school recognises that students with special educational needs and disabilities are more vulnerable and extra care must be taken to ensure they are safeguarded. The DSL and Deputy DSLs will work closely with the SENDco, parents and carers to ensure:

- all staff are aware of the children with SEND and know how to make provision for them when students with SEND are in periods of transition such as changing schools and on educational visits, that staff are aware of safeguarding implications.
- that children with SEND will be explicitly taught about staying safe
- that children with SEND may be more prone to bullying and exploitation including online. The school will plan specifically to ensure students with SEND are taught explicitly about how to staff safe and how to report any SEND.
- If a child with SEND is identifies as being a victim of abuse, the SENDCO will be notified and involved in their support

13.5 Confidentiality

Information about students given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate. We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers.

We will ensure that staff are trained on data sharing and are aware of when and how information can be shared with outside agencies and third parties. Staff should always have due regard for safeguarding and ensure that any information that is shared is logged and discussed with line managers.

13.6 Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

The school works with the Police through the Safer Schools Partnership to keep children and their families safe in the community. The school follows the Community Schools Trust policy for working with the police which can be found here:
https://docs.google.com/document/d/1gvow5YYtn4kyo4k3FS1bjz2I2lGAY9xwuDNrMXNIcu4/edit

13.7 Alternative education provision

As a school, we are aware that in some instances we may place a student in an alternative provision, the responsibility for the safeguarding of that student remains with Waterside Academy and we should be satisfied that the provider meets their needs. The alternative provision should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment. Further information regarding students' behaviour can be found in our Behaviour Policy.

13.8 Sharing our policy

This policy is available to all parents of students and prospective students via our website and a hard copy can be made available on request.

All staff and volunteers are given the policy at induction and are reminded to read it regularly.

Copies of our policy are available to all visitors of the school and a summary of our procedures is provided before entering the school.

14.0 Adults working with children

14.1 Safer recruitment

All staff and volunteers working with children in our school will be recruited safely; this includes having at least one member of our senior staff on the panel having undergone safer recruitment training. We understand it is our responsibility to prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children
- taking proportionate decisions on whether to ask for any checks beyond what is required
- ensuring volunteers are appropriately supervised

This also includes the following checks:

- verifying identity
- obtaining a certificate for an enhanced DBS check (including barred list information, for those in regulated activity)
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verifying the candidate's mental and physical fitness to carry out the work
- verifying the person's right to work in the UK
- if the person has lived or worked outside the UK, carrying out any other checks deemed necessary
- verifying professional qualifications
- checking that a candidate to be employed as a teacher is not subject to a prohibition order
- check that a candidate, to be employed in a management position, is not subject to a section 128 direction made by the Secretary of State
- online checks of social media and the internet to assess any issues that may have to be explored further at interview may be undertaken

14.1.1 Preparation

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role
- We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification

14.1.2 Advertising

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to a Disclosure and Barring check.

14.1.3 Applications

- We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions
- We will scrutinise all completed application forms and address any gaps in employment and ask clarifying questions regarding personal statements
- There will always be two members of staff involved in shortlisting
- We will not accept CVs
- There will always be two members of staff involved in shortlisting

14.1.4 References and checks

- We will not accept open references or testimonials
- We will ask for the names of at least two referees. Where someone has previously worked in an education or childcare setting we will ensure that one of the referees is the Headteacher or equivalent.
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children
- We will follow up any vague or ambiguous statements
- All references will be validated by a member of staff directly with the referee
- We will conduct Enhanced checks with the Disclosure and Barring Service with children's barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children's barred list, along with a check of the Police National Computer records plus additional information held by the police as above.
- For any person who has management responsibilities, including governance, a section 128 is completed as part of the check to ensure that they are not barred by the Secretary of State.
- All Local School Board members are also subject to these checks also.

14.1.5 Interviews

- We will always conduct a face to face interview even when there is only one candidate
- Our interview panel will always contain at least one member trained in safer recruitment practice
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children. We will ask supplementary questions to clarify and explore
- We will ask for specific information regarding safeguarding practice to help assess a candidates suitability to work with children
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work

14.1.6 Appointments

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory
- All staff will be required to complete a Disclosure and Barring Service application. Employment will be subject to this. Staff will be expected to apply for an updated DBS every three years on a rolling programme and will be aided in this by the school
- All staff are required to notify the Headteacher of any issues or situations, alleged or otherwise, which may exclude them from working with children. All issues of a criminal nature should be disclosed at the earliest opportunity

- We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children
- We will conduct Enhanced checks with the Disclosure and Barring Service with children's barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children's barred list, along with a check of the Police National Computer records plus additional information held by the police as above.
- For any person who has management responsibilities, including governance, a section 128 is completed as part of the check to ensure that they are not barred by the Secretary of State.
- All Local School Board members are also subject to these checks also.

14.1.7 Induction

- We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance. All local school board members will also receive an induction so that they are aware of and are informed as to how to scrutinise safeguarding practices.

14.1.8 Continuing professional development

- We will ensure that all staff receive regular training in safeguarding and child protection in addition to frequent updates.

14.1.9 Supervision

- We will always supervise staff and act on any concerns that relate to the safeguarding of children

14.1.10 Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child. This includes incidents where:

- an individual has harmed, or poses a risk of harm, to a child or vulnerable adult;
- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and
- that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

The DBS will then consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

14.1.11 Temporary staff

- All staff employed on a fixed-term contract or on a casual basis to fill a temporary vacancy will be employed via a reputable agency
- The school will acquire the agency's safeguarding policy and procedure documents
- All staff will be vetted by the agency and vetting details will be sent to the school prior to the start of employment. Vetting details will be saved by the school for up to a year after employment
- All staff will be required to provide a DBS number and photo ID on arrival to the school on the day that they start work

14.1.12 Volunteers

- All volunteers to the school will be approved by the DSL

- All volunteers in regulated activity will require an enhanced DBS check. All volunteers will work under a risk assessment
- A checklist will be followed prior to the volunteer starting at the school and this will include applications, interviews and reference checking in the same way as other staff
- All volunteers will be presented with the staff code of conduct and safeguarding policy to sign
- If volunteers are attending school on an ongoing basis, longer than two weeks, they will be required to attend a full safeguarding induction

All the above information will be kept in an accurate Single Central Record (SCR) to demonstrate that we have carried out the mandatory pre-appointment checks outlined above.

14.1.13 Visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the school. Visitors should be ready to produce identification and are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID and:

- will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

We will ensure all visitors to the school receive information regarding their own conduct towards students in our school and how to report any concerns that they may have.

14.1.14 Board members

As a school we require - in addition to our DSL - a senior board level (or equivalent) is required to take leadership responsibility for our safeguarding arrangements. The Local School Board member for safeguarding is **Anton Francic**. He has the appropriate training in order to carry this responsibility. This **must** be a separate person from the DSL, in order to ensure there is sufficient challenge to our safeguarding arrangements and performance.

In addition, all members of the Local School Board (LSB) and MAT Board members will undergo a DBS check and they will attend safeguarding training at appropriate intervals to ensure they are able to execute their duties in regard to safeguarding. The LSB members will ensure our Child Protection, Safeguarding and Early Help policy and our staff code of conduct is in place, remains effective and is robust. Our Headteacher will ensure all policies and procedures are followed by all staff, particularly concerning referrals of cases of suspected abuse and neglect.

Governing bodies will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

14.2 Safe Practice

- We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children

through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship
- We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately

14.2.1 Allegations against staff

- We understand that a child/young person or third party may make an allegation against a member of staff (including supply staff and volunteers). If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher
- Where the member of staff believes there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, they should report it directly to the local authority designated officer (LADO)
- The Headteacher will conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below. The Headteacher will use the information collected to categorise the type of behaviour and determine whether it meets the harm threshold or if it is a 'low-level concern'. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school or college may have acted in a way that:
    - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
    - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO
- The Headteacher on all such occasions will discuss the content of the allegation with the Chair of the Local School Board, the CEO of the trust and the Local Authority Designated Officer (LADO) for safeguarding
- If the allegation made to a member of staff concerns the Headteacher, the member of staff receiving the information will immediately inform the Chair of the Local School Board who will consult with the LADO and the Designated Senior Person for Child Protection
- The LADO (Liezel La Roux) can be reached on 0208 356 4569 or email liezel.leroux@hackney.gov.uk Outside of 9am-5pm, we will contact the Emergency Duty Team (Tel. 0208 430 2000) or local Police (Met switchboard – 101 or in an emergency 999)
- We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: https://hackney.gov.uk/safeguarding
- If an allegation is made against a supply teacher we will follow our standard procedures and inform the agency fully. The school will be responsible for taking the lead in informing the LADO
- Where there is a low level concern against an adult, staff should send an email to the DSL (Hannah McDermott until 25th October 2022, when it will become Salim Foughali until April 2023) ccing in the Headteacher (Francis Bray).

The DSL will inform the person accused about the allegation as soon as possible after consulting the Headteacher, unless a strategy discussion is needed or other agencies need to be involved, in which the DSL will wait until these parties have been consulted before informing the accused. This also applies to informing parents or carers of children involved.

The KCSIE 2022 guidance states suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative. As a school, we have a duty of care to employees and will support the accused to manage and minimise the stress resulting from the allegation. The accused will be advised to contact their union representative or a colleague for support, and be given access to welfare counselling or medical advice where available.

It is important that the school maintain confidentiality about the investigation and adhere to reporting restrictions that prohibit the publication of any material that may lead to the identification of the accused

unless they are charged with an offence, has waived their right to anonymity, or information or a decision on the case is published by the secretary of state.

14.2.3 Allegations of Low Level concerns

The school will train staff to identify low level concerns that come to their attention and told how they are expected to report them. These could arise as a result of an observation, suspicion or disclosure. They will be possible breaches of the school's safeguarding policy or code of conduct and could include but not exclusive to:

- Being over friendly with children
- Having favourites
- Engaging with children on a 1-1 basis in a secluded area or behind a closed door
- Humiliating pupils

Any low level concerns should be emailed to the DSL so that there is a written record and the Headteacher should also be copied in.

All low level concerns will be followed up and usually addressed with the member of staff concerned unless there is a good reason not to.

All low level concerns that are raised and are found to be substantiated will be followed up in writing and a record will be kept of the concern .

If the matter continues and there are persistent breaches, the issue will be treated as a serious concern.

If a concern is not substantiated a record will be kept but separate from the main personnel file. Low level concerns will not be cited in references unless it becomes a serious concern.

14.3 Whistleblowing

- We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues the school has failed to address issues raised
- The school's whistleblowing policy can be found on the website and is available in hard copy on request.
- Further guidance is contained within KCSIE 2022 when there are concerns around the schools practices and or the Headteacher.

14.4 Monitoring and reviewing our policy and practice

Our Designated Safeguarding Lead will continually monitor our child protection and safeguarding practices and bring to the notice of the Headteacher any weaknesses or deficiencies.

The Local School Board has a duty to remedy any weaknesses that are identified. An annual report will be submitted to the Local School Board which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- the names of members of staff with designated safeguarding responsibilities
- confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- the training that has been undertaken by the designated staff, including Deputy DSLs
- the training that has been undertaken by all other staff and volunteers
- details of any incidents when physical restraint of students has been used (we have 8 members of staff who are fully trained in safer handling)
- details of information and guidance that has been given to staff
- details of safeguarding and child protection issues included in the curriculum

- confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- details of safeguarding and child protection information given to parents
- details of the safety of the school site and the access given to visitors
- confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- numbers of child protection referrals made to children's services
- details of child protection conferences or meetings attended regarding children (names of children are not shared)
- numbers of children who are, or have been, subject to a child protection plan

The Local School Board, Headteacher and Designated Staff will work together on any aspect of safeguarding and child protection that is identified as an area for development over the coming year.

Ofsted publication for inspecting safeguarding in schools

Our policy will be reviewed annually with Local School Board.

This policy was last reviewed on 6th October 2022.

14.4 Communication

- This policy is available to all parties on the school website: https://www.watersidecst.org/
- All staff are directed to read the policy at the start of the school year and/ or when commencing employment with the school. Staff are requested to sign a document to say they have read and understood the policy and part 1 and Annex B of KCSIE 2022
- Hard copies of the policy can be requested in writing

Policy documentation control

Responsible for review:	**Hannah McDermott**
Version:	**3**
Reviewed:	**October 2022**
Next review date:	**October 2023**