



# **KING'S LEADERSHIP ACADEMY**

## **Safety and Safeguarding Policy**

(Keeping Children Safe in Education)

<b>Academy Principal:</b>	Mr Shane Ierston
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**Named personnel with designated responsibility for Safeguarding**

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy Designated Senior Person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2019-20	Miss Sarah Taylor (Assistant Principal & Director of Team Around the Child)	Miss Stephanie Aldridge (Senior Year Leader)	Mrs Nicola Drake	Mr Mike Ireland

**Policy review dates**

<b>Date of last review:</b>	August 2019	<b>Key changes made:</b>	<ul style="list-style-type: none"> <li>• Serious violence</li> <li>• Upskirting</li> <li>• Contextual safeguarding</li> </ul>
<b>Date of next review:</b>	August 2020	<b>By whom:</b>	Miss Sarah Taylor
<b>Review period:</b>	1 year		
<b>Safeguarding meetings:</b>	Weekly	<b>In attendance:</b>	S Taylor, S Aldridge & S Lawrence

## CONTENTS

### **SAFEGUARDING POLICY – PART 1**

Introduction – Aims and Principles

Definition of Safeguarding

#### **1. School procedures**

- a) Definitions
- b) Staff will immediately report
- c) Responding to Disclosure
- d) Action by Designated Person
- e) Action following a Child Protection referral
- f) Recording and Monitoring
- g) Supporting the Child and Partnership with Parents
- h) Allegations regarding person(s) working in or on behalf of school (including volunteers)
- i) Initial action

#### **2. Providing a Safe and Supportive Environment**

- a) Safer Recruitment and Selection
- b) Roles and Responsibilities
- c) Safe Practice
- d) Safeguarding Information for Pupils
- e) Partnership with Parents
- f) Partnerships with Others
- g) School Training and Staff Induction
- h) Support, Advice and Guidance for Staff
- i) Related School Policies
- j) Confidentiality
- k) Pupil Information
- l) Roles and Responsibilities:
  - i. Governing Body
  - ii. Headteacher
  - iii. Designated Person
  - iv. All Staff and Volunteers

Appendix A – Explanation of roles

Appendix B - School procedures

## Appendix C – Useful numbers

### **SAFEGUARDING POLICY – PART 2**

Definitions of Safeguarding related issues:

- i. Child missing from education
- ii. Child sexual exploitation (CSE)
- iii. Bullying including cyberbullying
- iv. Domestic violence
- v. Drugs
- vi. Fabricated or induced illness
- vii. Faith abuse
- viii. Female genital mutilation (FGM) and honour-based violence
- ix. Forced marriage
- x. Gangs and youth violence
- xi. Gender based violence/violence against women and girls
- xii. Mental health
- xiii. Private fostering
- xiv. Preventing radicalisation
- xv. Peer on peer abuse
- xvi. Sexting
- xvii. Teenage relationship abuse
- xviii. Trafficking
- xix. Looked after children and previously looked after children
- xx. The use of reasonable force
- xxi. Serious violence
- xxii. Contextual safeguarding

## INTRODUCTION

### Aims and Principles

King's Leadership Academy whole school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of every child's wellbeing.

Our School is committed to safeguarding and promoting the welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others or be at further risk to themselves. We will always take a considered and sensitive approach so that we can support all of our pupils.

It is in line with the Warrington Safeguarding Children Board Procedures, "Working Together to Safeguard Children" (2018) and the Government document 'Keeping Children Safe in Education' (2018)

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

It is the responsibility of **ALL** staff working in or for King's Leadership Academy to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

## Definition of safeguarding

Safeguarding and promoting the welfare of the child is defined as:

- Protecting children from maltreatment;
  - Preventing impairment of childrens' 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.
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- i. Pupils' health and safety
  - ii. The use of reasonable force
  - iii. Meeting the needs of pupils with medical conditions
  - iv. Providing first aid
  - v. Educational visits
  - vi. Intimate care
  - vii. Internet or e-safety
  - viii. Appropriate arrangements to ensure school security

Specific safeguarding issues may include:

- Child missing from education
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) and honour-based violence
- Forced marriage

- Gangs and youth violence
- Gender-based violence/violence against women and girls
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

For more information on the safeguarding issues listed above, please refer to the *Safeguarding Policy Part 2* at the end of this document.

## 1. School Procedures

### IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

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

#### Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

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

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also

be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological 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 and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers) ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **‘Working Together to Safeguard Children 2018’**

All staff follow the school’s procedures which are consistent with ‘Working Together to Safeguard Children 2018’ and ‘Keeping Children Safe in Education 2019’.

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

### **Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child’s presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

### **Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. All of our staff will handle disclosures with sensitivity.

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

## **Principles**

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person • reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form

## **Concerns about a child**

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

## **Referrals for Immediate danger/risk of harm**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are

not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

### **Action by the Designated Person (or other senior person in their absence)**

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection *Plan*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care or the LADO (Local Authority Designated Officer)
- the child 's wishes

Then decide:

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

**OR**

- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form.

### **Action following a child protection referral**

The Designated Person or other appropriate member of staff will:

- make regular contact with the Social Worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion

- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a confidential 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the head teacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25<sup>th</sup> birthday.

### **Supporting the child and partnership with parents**

- School recognises that the child's welfare is paramount. However, good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

### **Allegations regarding person(s) working in or on behalf of school (including volunteers)**

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

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children...

We will apply the same principles as in the rest of this document and we will always follow the Warrington Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

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

### **Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the head teacher and make a record
- In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head Teacher'
- The Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head Teacher will consult with the Safeguarding Advisor and/or Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head Teacher will inform the Chair of Governors of any allegation.

## **2. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **Safer Recruitment and Selection**

King's Leadership Academy pays full regard to current Department for Education (DFE) guidance in 'Keeping children safe in education July 2019'. We ensure that all appropriate

measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, please see below for the following that will apply.

### **Roles and Responsibilities**

**Governing Bodies:** The governing body should ensure that the school operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

**Head Teacher:** The Head Teacher is responsible for:

- ensuring that all new appointments to the school's workforce are DBS checked and are not barred from working with children;
- ensuring that identity checks are carried out on all appointments to the school workforce;
- ensuring the school keeps a single central record detailing the range of checks carried out on their staff;
- ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post;
- ensuring that employment history is fully explored, any gaps explained and at least 2 references taken up;
- ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post including seeking appropriate verification from any agency that the necessary checks have been undertaken;
- deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary;
- deciding whether the portability policy can apply regarding the DBS check;
- our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;

- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work at our school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed (or employed by a contractor)

Under Section 75 of the 'Childcare Act 2006' individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years' childcare (up to the age of 5) or later years' childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff should sign a self-declaration form to confirm that they are not "disqualified by association".

In school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity, which King's Leadership Academy will have regard to when considering which checks should be undertaken on volunteers.

KCSIE 2019 states that "at least one of the persons who conducts an interview has completed safer recruitment training."

### **Safe Practice**

All school staff and volunteers are expected to abide by the relevant Code of Conduct. They will be reminded of the need to maintain appropriate professional boundaries in their dealings with students and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse.

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- are aware of their professional responsibilities when using social media;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **Safeguarding Information for pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and be heard and what steps can be taken to protect them from harm.

At King's Leadership Academy, we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

We will raise every pupil's awareness through the curriculum, support from staff and helpful information around school.

## **Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (*see Action by Designated Person*).

We encourage parents to discuss any concerns they may have with *staff in school*.

We make parents aware of our policy via the school prospectus, our newsletters and website and parents are made aware that they can view this policy on request.

## **Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Warrington Safeguarding Children Board. There is a joint responsibility for agencies to share information to ensure the safeguarding of all children.

## **School Training and Staff Induction**

The school's senior member(s) of staff with designated responsibility for child protection are all Pastoral Leads. They will undertake basic child protection training and training for Designated Staff, which will be refreshed at 2 yearly intervals.

The Head Teacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

## **Support, advice and guidance for staff**

Staff will be supported by the Senior Leadership Team, LA and professional associations.

The designated Person for Safeguarding/Child Protection will be supported by the Chair of Governors.

## **Related School Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It is not just about protecting children from deliberate harm. It relates to aspects of school life including:

Related safeguarding portfolio policies

- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Behaviour
- Missing children
- E safety
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

## **Confidentiality**

School has regard to HM 'Information Sharing guidance 2018'.

The school will have regard to the above guidance and is aware:

- When information must be shared with Police and Social Care where the child/young person is / may be at risk of significant harm
- When the pupil's and/or parent's confidentiality must not be breached • That information is shared on a need to know basis

## **Pupil Information**

Our school will endeavour to keep up to date and accurate information. In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)

- 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.) if the child is or has been on a Child Protection Plan or subject to a Care Plan name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

## **Roles and Responsibilities**

Our Governing Body will ensure that our school will comply with their safeguarding duties under legislation. With regard to 'Keeping Children Safe in Education 2019' guidance they will ensure that the policies, procedures and training at King's Leadership Academy are effective and comply with the law at all times. They must ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

### **i. Governing Body**

#### **The responsibilities placed on governing bodies and proprietors include:**

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy and appointing a Designated Person who should undergo child protection training every two years
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns Making sure that children are taught about how to keep themselves safe

#### **Governing bodies and proprietors should 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 checks beyond that which is required
- Ensuring that volunteers are appropriately supervised
- Making sure that at least one person on any appointment panel has undertaken safer recruitment training

- Ensuring there are procedures in place to handle allegations against members of staff and volunteers
- Making sure that there are procedures in place to handle allegations against other children
- Putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions

Governing bodies and proprietors must ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. For example, it is a criminal offence for an employer to take on an individual in a DBS regulated activity (such as schools or childcare) who has been barred from such an activity; or to fail to make a referral to DBS in the circumstances described above.

Governing bodies must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

- That our school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- That the school's safeguarding arrangements take into account the procedures and practice of Warrington local authority as part of the inter-agency safeguarding procedures set up by the Warrington Safeguarding Children Board.
- A Chair of Governors will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher.
- There is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff, including temporary staff and volunteers on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed interagency procedures put in place by the Local Children Safeguarding Board (LSCB), be updated annually, and be available publicly via the school website.

## **ii. Headteacher**

- The Head Teacher will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appoint members of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through King's ASPIRE curriculum, which covers personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.

### **Our Designated staff will ensure that:**

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- They will liaise with the local authority and work with other agencies in line with 'Working Together to Safeguard Children 2018'.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Social Care immediately. Anybody can make a referral.

### **iii. Designated Person**

#### **Managing referrals**

The broad areas of responsibility for the Designated Person are:

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head Teacher to inform him or her of issues especially ongoing enquiries under 'section 47 of the Children Act 1989' and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **Training**

The Designated Person should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help 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 and 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 or college's child protection policy and procedures, especially new and part time staff.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals
  - 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 or college may put in place to protect them.

### **Raising Awareness**

- The Designated Person should ensure the school policies are known and used appropriately:
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in managing concerns
- Link with the local LSCB and safeguarding services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

#### **iv. All staff and volunteers**

All staff and volunteers will:

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

## **APPENDIX A**

### **EXPLANATION OF ROLES**

**Designated Local Area Designated Officer [LADO] for Safeguarding and Child Protection -**

The senior officer within the Education Service who has overall responsibility for liaising with the Principal, governors, members of senior staff from the police and social services, senior managers from education and the DfE Teachers' Misconduct Team on all matters relating to allegations made against adults within the education service.

**Principal** - Responsible for creating a safe environment in the Academy and ensuring all staff are aware of the child protection procedures. The Principal must consult with the LA Lead Officer regarding any allegation of abuse made against a staff member and attend any meetings requested. The Principal is responsible for taking forward any action within the Academy which is required to protect children.

**Designated Safeguarding Lead (DSL) / Designated Senior Person (DSP)** – Responsible for ensuring that all Safeguarding issues raised in the School are effectively responded to, recorded and referred on to the appropriate agency. They are also responsible for arranging whole school Safeguarding training for all staff and volunteers who work with students in the School and that this training takes place at least every three years.

**Staff Member** - Any adult paid or volunteer [e.g. parents]; work experience placements who work in a school, service or educational establishment within the LA has responsibility for the protection of students and must report any allegations of abuse to the Principal.

**Nominated Governor [normally the Chief Executive]** - Responsible for liaising with the LA Lead Officer for Child Protection when an allegation is made against the Principal. The Chair will attend strategy meetings and take forward any action that is needed to protect students within the Academy.

**Police** - Have a duty and responsibility to investigate criminal offences committed against children. These allegations are dealt with through the unit in the force that is responsible for child protection. There should be a senior officer who has oversight of cases involving professionals and is responsible for ensuring that there is effective liaison with other agencies.

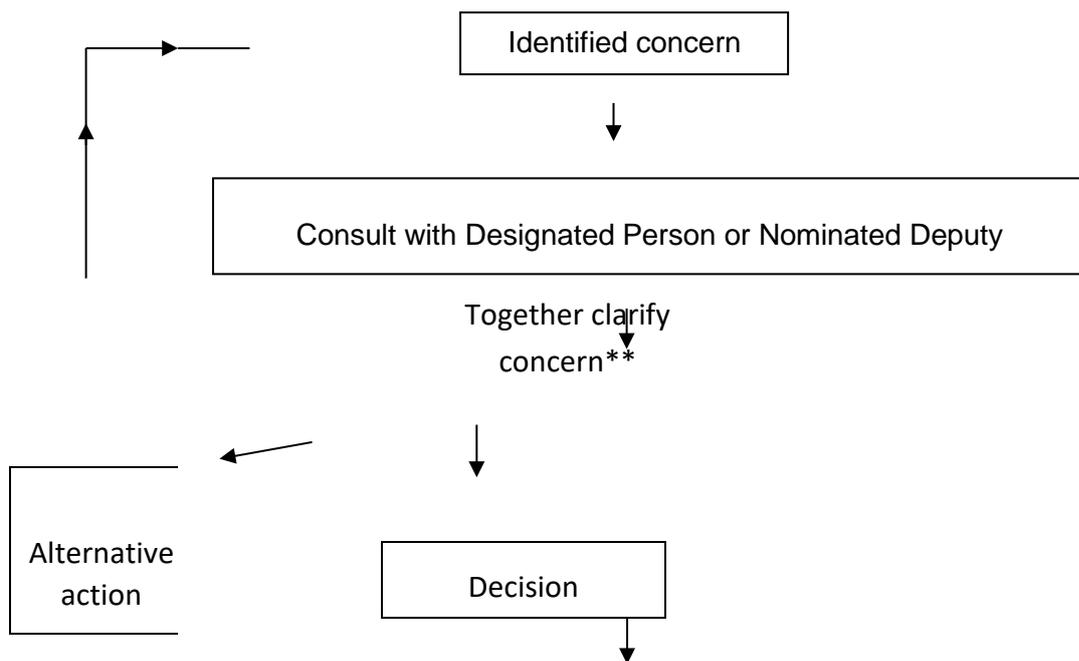
**Children's Social Care Department** - Have specific legal duties in respect to children under the Children Act [1989]. They have a general duty to safeguard and promote the welfare of children in their area who are in need and to make enquiries if they have reason to suspect that a child in their area is suffering or likely to suffer significant harm. As in the police, there should be a senior officer who has oversight of cases involving professionals and is responsible for ensuring that there is effective liaison with other agencies.

## APPENDIX B

### Suspect child at risk - Action to take

#### KING'S LEADERSHIP ACADEMY

Channels of communication should be quick and clear:



Suspicious are very strong and further action needed

Designated Person to make enquiry to Children's Services  
Social Care Department.

To be followed up in writing.

\*\*

Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Head Teacher/Chair of Governors or seek advice from key staff within the Local Authority.

## **APPENDIX C**

### **Useful Numbers**

- Local Authority Designated Officer (LADO) : Fiona Walker - 01925 443102
- Assistant LADO: Beki Byron - 01925 443101
- NSPCC Whistleblowing Helpline: 0800 028 0285

## **SAFEGUARDING POLICY – PART 2**

The Safeguarding Policy Part 2 provides definitions and further information on Safeguarding related issues so as to understand how best to keep children safe in education. All areas below are listed on page 6 of the Safeguarding Policy Part 1.

### **i. Child 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.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert 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, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

### **Actions**

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have 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 he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are 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; or,
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty, identify Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006 children of compulsory school age who are missing education, 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.

All schools must inform the local authority of any pupil 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, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

For further information and guidance on CME, please refer to the links below:

<https://www.gov.uk/government/publications/children-missing-education>

[www.education.gov.uk](http://www.education.gov.uk)

## ii. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. These people can be male and female, across different ethnic origins and ages. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Whilst the list below is not comprehensive, all frontline practitioners should be aware of and look out for the following examples that may indicate a child is being sexually exploited:

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

### Actions

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with a manager or the designated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

For further information and guidance on CSE, please refer to the links below:

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-beingsexually-exploited>

<https://www.gov.uk/government/publications/safeguarding-children-and-young-peoplefrom-sexual-exploitation-supplementary-guidance>

## iii. Bullying including cyberbullying

**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.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is 'likely to suffer significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

**Cyber-bullying**, also known as 'virtual bullying' is a different form of bullying and can happen at any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 lays out the wider search powers that give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

### **Actions**

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. This may be through in school support or counselling services. Alternatively, the school may take the decision to liaise with certain external agencies so as to provide a more specific support network for both child and family.

For further information and guidance on bullying and cyberbullying, please refer to the links below:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk) [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk) [educateagainsthate.com](http://educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

#### iv. Domestic violence

Government policy defines that domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive (now an offence since December 2015) or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, certain types of abuse such as psychological, physical, sexual, financial or emotional.

**Controlling behaviour** is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

#### Actions

When dealing with any concern about a child, no matter how uncertain you are of what to do, there are several steps that should always be taken:

- Keep a written record of concerns/disclosures, actions you have taken, names of people you have spoken to, advice you were given and your response to this advice. Sign and date the written record as this will provide a comprehensive paper trail should the courts become involved.
- If you feel that a child is at risk of significant harm, you must refer to Social Services and the Designated Senior Person without delay.
- If in any doubt, act!

For the great majority of disclosures made about domestic violence, the Designated Senior Person is advised to speak to the victim and offer support. It is important to plan carefully how you will reach the parent, what you need to say and what you can offer in terms of support for both them and their child. This may be through sign-posting the victim towards specialist agencies that can help with issues such as legal advice, emotional support or emergency accommodation.

For further information and guidance on domestic violence, please refer to the link below:

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

[http://www.belb.org.uk/Downloads/cpsss\\_dealing%20with\\_the\\_effects\\_of%20domestic\\_violence\\_on\\_pupils.pdf](http://www.belb.org.uk/Downloads/cpsss_dealing%20with_the_effects_of%20domestic_violence_on_pupils.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482528/Controlling\\_or\\_coercive\\_behaviour\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482528/Controlling_or_coercive_behaviour_-_statutory_guidance.pdf)

## v. Drugs

The taking of drugs by a pupil may include alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (“legal highs”) and volatile substances, unless otherwise specified.

### Actions

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school must prioritise the safety of the young person and those around them. As appropriate, teachers should conduct a search of the pupil’s belongings to identify any drugs that may be on the pupil’s person. Though there is no legal requirement to do this, following a search, whether or not anything is found, a school is advised to make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

If necessary, it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

In deciding what action to take, the school should follow their own disciplinary procedures. Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding pupils can be found in the DfE Exclusion Guidance.

Drug use can be a symptom of other problems and the school should be ready to involve or refer pupils to other services when needed.

For further information and guidance on drugs, please refer to the links below:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

## vi. Fabricated or induced illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **Fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **Induction** of illness by a variety of means.

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- Frequent and unexplained absences from school, particularly from PE lessons;
- Regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

Alternatively, the child may disclose some form of ill-treatment to a member of staff or might complain about multiple visits to the doctor. Either the child or his or her parent(s) may relate conflicting or patently untrue stories about illnesses, accidents or deaths in the family. Where there is a sibling in the same institution, teachers/ early years staff should discuss their concerns with each other to see if children of different ages in the same family are presenting similar concerns. If they are, it is likely that more than one child in the family is affected. In this instance, the school nurse may be able to contribute to an initial evaluation of concerns.

There are also circumstances under which a child will demonstrate his or her anxiety or insecurity by presenting symptoms of an illness that will allow them to stay at home. This may occur as a response to family problems, for example, as a reaction to a parent is ill, who has been in hospital or, after a divorce or separation, but this is not an aspect of fabricated or induced illness.

### **Actions**

Where a teacher or other member of staff has reasonable cause to believe a child is at risk from, or is the subject of, fabricated or induced illness, the school's safeguarding children procedures apply. This will require the member of staff to refer his or her concerns to the senior member of staff with designated lead for child protection who is then responsible for making a referral to children's social care.

For further information and guidance on fabricated or induced illness, please refer to the links below:

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

### **vii. Faith Abuse**

Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs it causes great distress and suffering to the child.

Child abuse linked to faith or belief can be separated into four areas as follows:

- Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
- Abuse that occurs as a result of a child being accused of being 'possessed by spirits' that is, 'spirit possession'
- Ritualistic abuse ▪ Satanic abuse

The forms the abuse can take include:

- **Physical abuse:** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes
- **Emotional abuse:** in the form of isolation {e.g. not allowing a child to share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed
- **Neglect:** failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth
- **Sexual abuse;** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

Whilst the number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small, where it does occur the impact on the child is great, causing much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported.

### **Actions**

Both teaching and non-teaching staff should discuss their concerns with the Designated Safeguarding Lead or a designated member of staff. The safeguarding lead will usually decide whether to make a referral to children's social care and, if necessary, to the police.

For further information and guidance on faith abuse, please refer to the links below:

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child->

### **viii. Female Genital Mutilation (FGM)**

In October 2015, a mandatory reporting duty on Female Genital Mutilation (FGM) came into force. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is also known as 'female circumcision' or 'female genital cutting'. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.

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

Those who promote and/or carry out FGM believe that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening can include:

- A child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities

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

## **Actions**

Staff have a legal obligation to report any FGM concerns. They should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police as indicated in the reporting duty document that commenced in October 2015 and the KCSIE 2018 guidance.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s Designated Person and involve children’s social care as appropriate.

For further information and guidance on FGM and honour-based violence, please refer to the links below:

<https://www.gov.uk/female-genital-mutilation-help-advice>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genitalmutilation\\_wda96841.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genitalmutilation_wda96841.html)

## **Honour-based violence**

‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should speak to the Designated Safeguarding Lead immediately.

### **ix. Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

### **Actions**

If a teacher or frontline practitioner suspects that a forced marriage scenario may present, or has already presented, itself, the following must be adhered to:

- The forced marriage (or suspicion of) is automatically handled as a child protection issue
- Staff share information promptly with the DSL when a child or young person is at risk of forced marriage
- The DSL provides information to the Forced Marriage Unit
- The child should be placed in immediate protection
- A strategy discussion should take place as soon as possible between the Head Teacher and DSP (and Governors as appropriate) after the immediate protection to plan next steps

For further information and guidance on forced marriage, please refer to the links below:

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322310/HMG\\_Statutory\\_Guidance\\_publication\\_180614\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf)

## **x. Gangs and Youth Violence**

If a member of staff or non-teaching staff suspect that a pupil may be a member of a gang and/or involved in violent practice, this should be reported to the Designated Safeguarding Lead who can draw advice and support from the school's local partners, such as the police, youth offending teams, other local authority teams or the voluntary and community sector. The Local Safeguarding Children Board (LSCB) may also have a strategy to address these issues.

### **Actions**

Teachers have a number of legal powers to manage pupils' behaviour and impose discipline. The main ones are listed below.

A statutory power to discipline pupils, which includes the power to issue detentions and to confiscate inappropriate items (Education and Inspections Act 2006).

The Department for Education's (DfE's) advice for head teachers and school staff on the power to discipline can be found via the following link:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guide-forheadteachersand-school-staff](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guide-forheadteachersand-school-staff)

A statutory power to use reasonable force to control or restrain pupils (Education and Inspections Act 2006). The DfE's advice to schools on this power is available via the following link:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/useofreasonable-force](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/useofreasonable-force)

A power to search pupils without consent for a number of 'prohibited items'. These include:

- knives and weapons;
- alcohol, illegal drugs and stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules that has been identified in these rules as an item that may be searched for.

For further information and guidance on gangs and youth violence, please refer to the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

#### **xi. Gender Based Violence / Violence Against Women and Girls (VAWG)**

The cross-government definition of domestic violence and abuse is:

- Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
  - psychological
  - physical
  - sexual
  - financial
  - emotional

The UN declaration on violence against women (1993) defines such violence as *'any act of gender based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life'*. The vast majority of these violent acts are perpetrated by men on women and girls and includes domestic violence, sexual assault, stalking, so-called 'honour based violence', female genital mutilation and forced marriage.

Where a teacher is aware or concerned that violence may have been committed on a boy or girl who is aged under 18, there is a statutory duty upon that individual to report it to the Designated Senior Person and the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Person and involve children's social care as appropriate.

On 25<sup>th</sup> November 2010, to mark the International Day for the Elimination of Violence Against Women, the coalition government launched a paper outlining their ambition and guiding principles to tackle violence against women and girls (see links below).

For further information and guidance on gender based violence, please refer to the links below: <https://www.gov.uk/government/publications/call-to-end-violence-against-womenandgirls>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/142701/guide-on-definition-of-dv.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142701/guide-on-definition-of-dv.pdf)

## **xii. Mental Health**

Many mental health problems start early in life. Half of those with lifetime mental health problems first experience symptoms by the age of 14.

Improved mental health and wellbeing is associated with a range of better outcomes for people of all ages and backgrounds. These include improved physical health and life expectancy, better educational achievement, increased skills, reduced health risk behaviours such as smoking and alcohol misuse, reduced risk of mental health problems and suicide, improved employment rates and productivity, reduced anti-social behaviour and criminality, and higher levels of social interaction and participation.

Some people only experience a single episode of mental ill health. Others, who may have longer-standing problems can enjoy a high quality of life. However, the personal and social costs of mental ill health can be considerable.

There are indications that some problems are becoming more prevalent: for example, more young people have behavioural and emotional problems. The incidence of mental health problems in young people can increase the rate of suicide.

### **Actions**

If a teacher or frontline practitioner suspects that a pupil may be suffering poor mental health, they should report their concerns to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate.

For further information and guidance on mental health, please refer to the link below:

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

## **xiii. Private Fostering**

Whilst private fostering arrangements can be a positive response from within the community to difficulties experienced by families, privately fostered children still remain a diverse and potentially vulnerable group.

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

Private foster carers may be from the extended family, such as a cousin or great aunt. However, according to the Children Act 1989, a person who is a relative i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his/her welfare. However, overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority, in whose area the privately fostered child resides, which has legal duties in respect of that child.

Local authorities should involve schools in raising awareness of the necessary protocol to follow in order to enable professionals to encourage private foster carers and parents to notify the local authority. Failure by a private foster carer or parent to notify a local authority of a private fostering arrangement is an offence, and if local authorities are not aware of such arrangements they cannot carry out their duty to satisfy themselves that the welfare of the children concerned is being satisfactorily safeguarded and promoted.

### **Actions**

If a teacher or frontline practitioner suspects that a pupil may have been placed in private fostering without the school having been made aware, they should relay this to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate.

For further information and guidance on private fostering, please refer to the link below:

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

### **xiv. Preventing Radicalisation**

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

In order to fulfil the Prevent duty (July 2015), it is essential that staff at King’s Leadership Academy identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## **ACTIONS**

Depending on the level of concern, the member of staff should:

- Follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead and, where deemed necessary, with children’s social care
- Contact the local police force or dial 101 (the non-emergency number).

For further information and guidance on preventing radicalisation, please refer to the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/pr-event-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/pr-event-strategy-review.pdf)

<https://www.gov.uk/government/publications/channel-guidance>

## **xv. Peer on peer abuse**

KCSIE 2019 states “**All** staff should recognise that children are capable of abusing their peers.”

To minimise the risk of peer on peer abuse, schools should educate students on areas including:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment

Schools must ensure that students and staff are aware of how to report concerns of peer on peer abuse. Allegations of peer on peer abuse will be recorded, investigated and dealt with using the same procedures as any safeguarding concern.

#### Procedure:

- Inform the school safeguarding team
- Record the incident/ concern in writing using the systematic approach to the recording of all safeguarding issues
- The decision will be made by the safeguarding team as to whether the case requires internal management, early help, referral to children's social care or to the police

#### Supporting the 'victim'

The needs and wishes of the child are paramount. It is important they feel in as much control as is reasonably possible and school should be a safe place for them.

Any student affected by peer on peer abuse will be supported appropriately, on a case-by-case basis. Students may be supported internally by their House tutor or Year Leader. In more serious cases, external services may be involved, such as Children and Young People's Independent Sexual Violence Advisors (ChISVAs,) or CAMH's.

For more information on supporting the 'victim', please refer to page 34-38 of the following document:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

#### Supporting the 'alleged perpetrator'

School must provide the alleged perpetrator with an education, safeguarding support and implement any discipline sanctions.

A child abusing another child can be a sign that they have been abused themselves. It is important that school provide support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

Appropriate support will be determined on a case-by-case basis. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

### Forms of peer on peer abuse

Sexual violence

Sexual harassment

Physical abuse such as hitting, kicking, shaking, biting, hair pulling or causing physical harm

Sexting

Initiation/ hazing type violence and rituals

Upskirting - '**Upskirting**' is a criminal offence. It typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **xvi. Sexting**

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, King's Leadership Academy takes a pro-active approach in its ICT and ASPIRE programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'.

There are a number of definitions of 'sexting' but, for the purposes of this policy, sexting is simply defined as:

- Images or videos generated
- By children under the age of 18, or;

- Of children under the age of 18 that are of a sexual nature or are indecent
- These images are shared between young people and/or adults via a mobile phone
- Handheld device, computer, 'tablet' or website with people they may not even know

## **Actions**

If a pupil discloses to a teacher or frontline practitioner that they have been a victim of 'sexting', they should take the following action:

- Inform and involve the Safeguarding Team who will ensure that the Designated Safeguarding Lead is able to take any necessary strategic decisions
- Record the incident. The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues
- Act in accordance with school safeguarding search and confiscation policies and procedures

For further information and guidance on sexting, please refer to the link below:

<http://ceop.police.uk/>

## **xvii. Teenage Relationship Abuse**

According to the NSPCC report (2009) *Partner exploitation and violence in teenage intimate relationships*, 750,000 children witness domestic violence each year, one in four teenage girls have been hit by a boyfriend (with one in nine reporting severe physical violence) and 18 per cent of boys reported some form of physical partner violence.

Teenage relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse;

There is a lack of recognition of the seriousness of teenage relationships because they are more likely to be shortlived. This does not mean that they cannot be as abusive as adult relationships.

## **Actions**

If a child or young person starts to tell you about something that might indicate potential child abuse, listen but **do not ask for detail**. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else.

There is a three step approach to a child wishing to disclose to you: Receive, Reassure,

Respond. Following the disclosure, you should report this immediately to the Designated Safeguarding Lead at King's. More detailed Information on this can be found in the third link below).

For further information and guidance on teenage relationship abuse, please refer to the links below:

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97774/teen-abuse-teachers-guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97773/teen-abuse-toolkit.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf)

### **xviii. Trafficking**

Article 3 of the Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- 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. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons”.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and deregistration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

## **Actions**

If a teacher or frontline practitioner suspects that a pupil may be a victim of trafficking, they should report their concerns immediately to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate.

For further information and guidance on trafficking, please refer to the links below:

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-beentrafficked-practice-guidance>

### **xix. Looked after children and previously looked after children**

A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.

The most common reason for children becoming looked after is as a result of abuse and/ or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after status.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

### **xx. The use of 'reasonable force'**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully to recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

#### **xxi. Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or 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.

All staff should be aware of the associated risks and understand the measures in place to manage these.

#### Advice for schools and colleges:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

#### **xxiii. Contextual safeguarding**

Safeguarding incidents or behaviours can be associated with factors outside the school or college and/ or can occur between children outside the school or college. All staff, but especially the safeguarding lead and deputies should be considering the context within which such incidents and/ or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/ or welfare.

Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

