

WEST PARK ACADEMY

Safeguarding and Child Protection Policy



Designated Safeguarding Lead:	Mrs Sam Hirst - Principal
In case of absence of Mrs Hirst:	Mrs Jenna Ford - Deputy Principal Mrs Jane Graham - Home School Family Co-ordinator
Link Trustee for Child Protection and Safeguarding:	Mrs Abigail Rowcroft
Link Trustee for Looked After Children:	Mrs Abigail Rowcroft
Date of Board of Trustees Approval:	October 2018
Date to be reviewed:	September 2019

In all cases of actual or suspected abuse the Designated Safeguarding Lead must be informed and the relevant Local Authority Child Protection Procedures followed – these are online procedures, which are regularly updated. Telephone **Children’s Access Point** : 01325 406222 or complete the **Contact Form** [Word Document] and send by secure email to childrensaccesspoint@darlington.gcsx.gov.uk within one working day.

All information can be accessed through the Darlington LSCB website:
<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board>

External Agencies

The LA Safeguarding Boards’ Business Manager: Emma Chawner Tel: 01325 406459

The LA Education Safeguarding Officer: Joanna Conway Tel: 01325 405848

Children’s Access Point (CAP) Tel: 01325 406222

Out of Hours Emergency Duty Team Tel: 08702 402994

Darlington’s Designated Officer – managing allegations against staff:

Carol Glasper - Telephone 01325 406459 e-mail carol.glasper@darlington.gov.uk

Prevent Key contacts

For concerns about children the DSL/SPOC should inform the Children’s Access Point on 01325 406222 or email: childrensaccesspoint@darlington.gcsx.gov.uk

For concerns about an adult at risk the Designated Lead/SPOC should inform Adult Social Care on 01325 406111 or e-mail ssact@darlington.gcsx.gov.uk.

For concerns about any other adult you should contact the Police on 0191 3752905 or e-mail HQspecialbranch@durham.pnn.police.uk

If you are concerned a child or adult may be at immediate risk you should contact the Police on 999

If a referral is then made to the Prevent team, and it is determined that there are concerns around radicalisation and violent extremism in relation to the referred individual, they can be supported through either Channel or Prevent Case Management processes.

This policy MUST be read in conjunction with other related Academy policies and documents.

- **Acceptable Use Policy**
- **Allegations Against Staff or Volunteers Policy**
- **Anti-bullying Policy**
- **Attendance and Punctuality Policy**
- **Behaviour Policy**
- **Children missing education 2016** see KCSIE 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- **Children Missing from Home or Care**
http://www.darlington.gov.uk/media/811259/Children_Missing_from_home_or_care_procedures_May_2015.pdf
- **Child sexual exploitation – (CSE) Keeping Children Safe 2016 (Appendix A)**
- **Staff Code Of Conduct**
- **Complaints Policy**
- **Confidential Reporting and Whistle Blowing Policy**
- **Data Protection Policy**
- **Domestic Violence** <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- **Drugs and Alcohol Policy**
- **Educational Visits/Off Site Policy**
- **Exclusion Policy**
- **Fabricated or induced Illness**
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- **Faith Abuse** <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- **Female genital mutilation (FGM) Keeping Children Safe 2016 (Appendix A)**
- **Forced Marriage – Keeping Children Safe 2016 (Appendix A)**
- **Health and Safety Policy**
- **Inclusion & Special Education Needs Policy**
- **Intimate Care and Care Plan Policy**
- **Keeping Children Safe 2016**
- **Looked after children Policy**
- **Medication Policy**
- **Mental Health in Schools**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
- **Missing/Lost or Uncollected Child Policy**
- **Peer on Peer Abuse Policy**
- **Physical Restraint Policy**

- **Private fostering**
<http://www.darlington.gov.uk/education-and-learning/childrens-social-care/family-placement-service/private-fostering/>
- **Protecting Children from Extremism and Radicalisation Policy – see separate policy**
- **PSHE Policy**
- **Peer on Peer Abuse Policy and Procedures**
- **Safe recruitment policy – see Code of Conduct**
- **Schools Human Resources policies and procedures.**
- **Sex and Relationships Policy**
- **Sexting - new guidance from DfE**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF
- **Single Equality Scheme**
- **Trafficking** <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>

1. Purpose of a Safeguarding and Child Protection Policy

1.1. This is a whole Academy Safeguarding and Child Protection Policy that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues.

West Park Academy is committed to the development of good practice and sound procedures, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

2. Introduction

2.1. West Park Academy fully recognises the contribution it can make to protect children and support pupils in the Academy.

There are three main elements to our Safeguarding and Child Protection Policy:

- a) **Prevention** (e.g. positive Academy atmosphere, teaching and pastoral support to pupils)
- b) **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- c) **Support** (to pupils and Academy staff and to children who may have been abused).

This policy applies to all pupils, staff, Trustees and visitors to West Park Academy who have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with: Working Together 201 and Keeping Children Safe in Education 2018. **Please see Appendix 2 for statutory duties.**

3. Academy commitment

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our Academy will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to
- b) Ensure that pupils know that there are adults in the Academy who they can approach if they are worried or are in difficulty
- c) Include in the curriculum activities and opportunities that equip pupils with skills they need to stay safe from abuse

- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- f) Ensure all staff are trained to carry out their safeguarding duties effectively through appropriate induction and regular training

4. Framework

4.1. Academies do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children.

The development of appropriate procedures and the monitoring of good practice is the responsibility of Darlington Safeguarding Children Board.

5. Roles and responsibilities

5.1 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm (physical, sexual, emotional, neglect), issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimization) preventing impairment of children's health or development including dead and disabled pupils; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

5.2. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child
- Ensure that they report ANY concerns of **harm** to any child to the Designated Safeguarding Lead immediately. However, if you believe that the child may be at risk of significant harm or is a Child in Need as defined by Section 17 of the Children Act 1989 you can contact the **Children's Access Point** directly. You can telephone to discuss your concerns and seek any advice. Telephone number: **01325 406222**. Out of Hours **Emergency Duty** Team Telephone Number: **08702 402994**. You should inform the Designated Safeguarding Lead as soon as possible if you have reported concerns directly

- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately on CPOMs. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded on CPOMs adhering to the Academy's recording and information sharing policy/ procedure
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead or Deputies
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the Academy's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them such as contacting:

The Academy Trustees or directly to the LSCB, Multi Agency Safeguarding Hub (MASH), 01325 742020 or Police 101

- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child
- Understand that there is mandatory reporting to the police in all cases where teachers discover that an act of Female Genital Mutilation (FGM) appears to have been carried out
- Understand through online safety training the additional risks for pupils online and continue to promote the Academy's Online E-Safety Policy in the protection of all pupils
- Under the Counter Terrorism and Security Act, April 2015, the Academy has 'Due regard' To Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others). Please see **Protecting Children from Extremism and Radicalisation Policy**.

West Park Academy staff will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Please see APPENDIX 1 for information on roles and responsibilities within school

5.3. The Designated Safeguarding Lead (DSL) (Mrs S Hirst) has overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

It is the role of the senior designated person to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them
- Understand and keep up with any developments to their role
- 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 Academy's Child Protection Policy and procedures, the Behaviour Policy and the safeguarding response to children missing in education, 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
- Understand and support their school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place. Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

5.4. It is the role and responsibility of the Trustees to ensure that the Academy has an effective policy, that area child protection procedures are complied with, and to support the Academy in this aspect. It is important that Trustees are not given details relating to specific child protection situation to ensure confidentiality is not breached.

5.5. The Local Safeguarding Children Board (LSCB) Development and Designated Officer provides advice, support and training to the Academy and to the senior designated person for child protection.

6. Procedures

6.1. The designated safeguarding lead (or deputy DSL) will be informed immediately by an employee of the Academy, pupil, parent or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

6.2 The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Children's Access Point if necessary. If a referral is made to CAP the DSL must complete a multi-agency referral form **Contact Form**.

6.3 Contact should cover these basic facts:

- Children and family member details
- Significant others
- Other services involved
- Details of person making referral
- Consent
- Presenting Issues
- Reason for referral/request for services - outline concerns and why you believe this child is at risk of significant harm or in need of additional services (including impact on the child)
- What support is currently in place
- Named lead identified and ownership of the contact made

On receipt of a contact form to Children's Social Care, the Children's Access Point has 24 hours in which to make a decision about any actions to be taken in respect of the identified child. The DSL (Principal) will be kept informed at all times.

6.3 All allegations of abuse of children by those who work with children must be taken seriously. Allegations against any person, who works with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

6.4 All allegations need to be referred to the Designated Officer (DO) (formerly known as Local Authority Designated Officer - LADO) within 24 hours where it is alleged that a person working with children has:

1. Behaved in a way that has harmed or may have harmed a child
2. Possibly committed a criminal offence against or related to a child
3. Behaved towards a child/ren in a way that indicated s/he is unsuitable to work with children

6.5 It is essential that any allegation of abuse made against a person who works with children, including those who work in a voluntary capacity, are dealt with fairly, quickly and consistently, in a way which provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

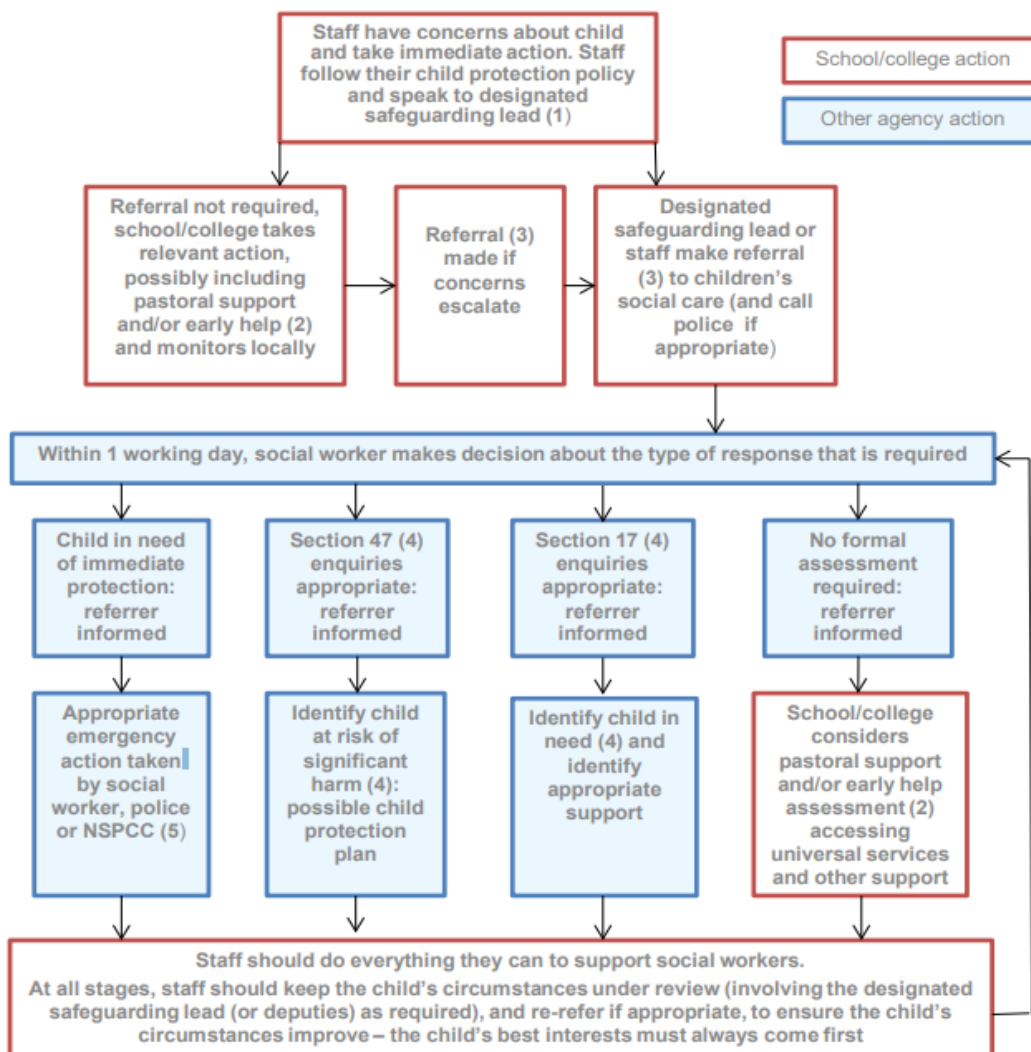
6.6 All referrals should be reported and discussed with the Designated Officer, Carol Gasper, within 24 hours and followed up on the Managing Allegations referral form - see **Allegations Management Referral/Strategy form**. The form MUST be completed and sent to the DO as soon as possible following the incident occurring and should be forwarded to the secure e-mail address **LSCB@darlington.gcsx.gov.uk**

6.7 If you are not sure whether a particular matter warrants a referral, make contact with the DO **Carol Gasper. Telephone: 01325 406459** within 24 hours and she will be able to advise you on the correct action to take.

6.8 Further information can be found in our **Safe Recruitment Policy**.

(KCSIE 2018 p.13)

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

7. Training and Support

7.1. Our Academy will ensure that all senior designated persons attend training relevant to their role in line with advice from the LSCB.

- All staff and Trustees will undertake awareness raising training under their induction into the Academy in Child Protection and Conduct. Yearly updates will be provided for all staff and DSL's via training, staff meetings, briefings, emails, bulletins and an evidence record maintained to indicate when staff and Trustees have been trained. **(See Safeguarding File)**
- The Designated Safeguarding Lead and her deputies will receive appropriate training updated every **two** years. They will undertake prevent awareness raising and in addition to the formal training their knowledge and skills will be refreshed at regular intervals but at least annually.
- Support will be available for staff from the senior designated person in the first instance, and from other members of the Academy's management team where there concerns or queries about child protection.
- All staff – including supply staff and volunteers – in the academy will **read at least part one of Keeping Children Safe in Education 2018** and a record signed to indicate that this has been done.

8. Professional confidentiality

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, as where there is a child protection concern this must be reported to the senior designated person and may require further investigations by appropriate authorities. Promising confidentiality would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

18.2 The senior designated person will invoke the local agreed guidelines and procedures, where there is a cause for concern.

18.3 Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. Records and monitoring

9.1. Well-kept records are essential to good child protection practice. Our Academy is clear about the need to record any concerns held about a child or children within our Academy, the status of such records and when these records should be passed over to other agencies.

9.2 An incident log will be made of the 'cause for concern' via our online system CPOMS and shared with the DSL/Deputy DSL's and action taken will be logged. Information and reports may be uploaded but photographic evidence will not be made. These records are kept confidentially and only registered key holders may access this information. Records must also be kept of any pupil who is being monitored for child protection reasons. This will be monitored using the Early Help Assessment Framework.

9.3 If a pupil transfers from the Academy their file will be forwarded to the pupil's new school marked confidential and for the attention of the receiving school's named child protection person.

10. Availability

10.1. During term time the designated safeguarding lead (or a deputy) should always be available (during hours) for staff in the school to discuss any safeguarding concerns.

10.2 The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

11. Attendance at Child Protection Conferences

11.1. The senior designated person or other relevant staff (class teacher) will aim to attend child protection conferences when called in respect of a pupil. A report should also be completed for conference; the report should indicate any concerns that the Academy may have, the pupil's attendance, attainment and contact that might have been made with parents/carers or professionals.

12. Supporting pupils at risk

12.1 Our Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This Academy may be the only secure, stable and predictable element in the lives of children at risk. Whilst at Academy, their behaviour may still be challenging.

12.2. This Academy will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation which includes teaching children about safeguarding and e-safety
- b) The Academy ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the Academy setting
- d) Regular liaison with other professionals and agencies that support the pupils and their families
- e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so

- f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

12.3. This policy should be considered alongside other related policies in Academy.

13. Safe Academy, Safe Staff

13.1. Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil. All staff should ensure the privacy and dignity of all pupils, especially during the routines of personal care of our pupils.

13.2. Academy staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

13.3. All staff (including Trustees) are required to complete a Disclosure and Barring Service (DBS) check, prior to taking up appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seek to mislead the Academy in respect of this will be subject to dismissal.

14. Abuse of Position of Trust - Sexual Offences Act 2003

14.1 Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

14.2 In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

14.3 This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Sexual Offences Act 2003

15. Communication with children (including the use of technology)

15.1 Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policy which detail how new and emerging technologies may be used.

15.2 Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow the Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute

16. Worried About an Adult?

16.1 You may want to tell someone that something is happening to you.

16.2 You may be concerned about someone, whether you are a relative, a neighbour or a member of the public. Someone may tell you something that has happened to him or her or you may see or hear something happening, that makes you feel uneasy or uncomfortable.

16.3 The priority is to keep people safe from harm. It can be difficult to identify the seriousness of a concern when the abuse is first recognised but where there is any concern at all, this should be reported.

16.4 There are several ways you can report abuse. These include: **Completing the Safeguarding Adults Concern Form with accompanying Guidance Notes and emailing to: ssact@darlington.gcsx.gov.uk. Contact the First Point of Contact Team (Adult Social Care at Darlington Borough Council)**. You can explain that you wish to report a suspected case of adult abuse.

Telephone - 01325 406111

Minicom - 01325 468504

Text - 07538 601527

16.5 If you require help urgently outside office hours, you can contact the Emergency Duty Team from 5pm on Friday to 9am on Monday and also on Bank holidays.

Telephone - **01642 524552** or Minicom: **01642 602346**.

16.6 For any safeguarding concern, it is important that the views and wishes of the adult being abused are considered, it is also important, if someone is in danger, that we ensure they are safe. It is important to talk about the concern and find out the best way to keep the person at risk or others safe.

17. Early Help and use of the Early Help Assessment Plan

17.1 The Academy believes that providing early help is more effective in promoting the welfare of children than reacting later. This means providing support as soon as a problem emerges at any point in a child's life. Children and families may require support from a range of local agencies. When a child/family would benefit from co-ordinated support from more than one agency eg education, housing, health, etc the Academy uses the early help assessment process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children's Act 1989.

17.2 The Academy will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family where circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified above
- school refusal and attendance

17.3 The Home School Family Co-ordinator (who is also the deputy DSL) is responsible for providing early help. An Early Help Assessment will only be undertaken with the agreement of the child's parents/carers. If the family consent is not received and concerns remain the Academy may make a referral to Children's Access Point.

18. Attendance

17.1 Full attendance is paramount to the wellbeing of all of our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely by the Home School Family Co-ordinator and we work closely with the Family Support Team when the patterns of absence are of concern. Our Attendance/Registration Policy is set out in a separate document and is reviewed annually.

Legislation and Guidance

This policy has been informed by the by the following legislation and national & local guidance:

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Statutory Framework for the Early Years Foundation Stage, September 2014

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children DOH (2015)

www.doh.gov.uk

Darlington Safeguarding Children Board Procedures

<http://www.darlington.gov.uk>

CP Referral Form

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Counter Terrorism and Security Act 2015

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

Prevent Duty guidance

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

Serious Crime Act 2015

<http://www.legislation.gov.uk/ukpga/2015/9/contents/enacted>

Mandatory reporting of FGM – New Duty 31st October 15

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Behaviour and Discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

See Appendix 3 for further information on the following

- **Children Missing from Education**
- **'Honour Based' violence**
- **Female Genital Mutilation**
- **Forced Marriage**
- **Breast Ironing**
- **Child Sexual Exploitation**
- **Criminal Child Exploitation**
- **Peer on peer abuse**
- **Sexting**
- **Self-harm and Eating Disorders**

Appendix 1

Designated Safeguarding Lead (DSL):	Mrs Sam Hirst - Principal
In case of absence of DSL:	Mrs Ford - Deputy Vice Principal Mrs Graham - Home School Family Co-ordinator
Link Trustee for Child Protection and Safeguarding:	Mrs Abigail Rowcroft
Link Trustee for Children Looked After:	Mrs Abigail Rowcroft
Designated Officer at the Local Authority:	Carol Glasper 01325 406459

Appendix 2

Statutory duties that apply to schools and academies

Working Together To Safeguard Children 2018 & Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school or college 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
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- ensure that there are procedures in place to handle allegations against other children
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB)
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education 2018) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check
- supervised volunteers who attend for 4 or more sessions in 30 days **MUST** have an Enhanced DBS check
- appropriate supervision and support for staff. All staff members should also receive appropriate child protection training which is regularly updated
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role

- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that all staff read at least part one of **Keeping Children Safe in Education 2018**
- ensure 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;
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- all schools and colleges have to be compliant with the requirements of the LSCB
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who 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
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- any allegation should be reported immediately to a senior manager within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

Appendix 3

Children Missing from Education

The Academy must enter pupils on the admission register at the beginning of the first day on which it has been agreed, or been notified, that the pupil will attend. If a pupil fails to attend on the agreed notified date we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the CAP team at the earliest possibility and will inform the Local Authority CAP Team: 01325 406222 and email Joanna Conway 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 eg 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
- have been permanently excluded.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

'Honour Based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (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.

Female Genital Mutilation

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

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.

Actions

If staff have a concern they should activate local safeguarding procedures.

Mandatory Reporting Duty

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Forced marriage

Defined as a 'Marriage entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage'. The threats can be physical or emotional and psychological. Lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some communities use religion and culture as a way to coerce a person into marriage.

Breast ironing

This 'Traditional West African Practice' involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers. It is carried out by girls' mothers or female family members to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Actions

If staff have a concern they should activate local safeguarding procedures by reporting to the Academy's Designated Safeguarding Lead

Child Criminal Exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation: National crime agency human-trafficking

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be

due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Actions

If staff have a concern they should activate local safeguarding procedures by reporting to the Academy's Designated Safeguarding Lead or to the Police.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Each form of abuse or prejudiced behaviour is described in detail in our **Peer on Peer Abuse Policy and Procedure** and followed by advice and support on procedures and actions to be taken, how allegations will be investigated and dealt with and how victims of abuse will be supported.

Sexting

It is important to explain to children the risk of sexting, how to stay safe and remind them that they can talk to a trusted adult if something ever makes them feel scared or uncomfortable.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

Sexting can also be called; trading nudes, dirties, pic for pic.

Further advice and support can be found in the **Peer on Peer Abuse Policy** or alternatively at the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Self-harm and Eating Disorders

If a member of staff has any concerns about a child who they suspect is self-harming or suffering from an eating disorder they need to report their concerns to the Academy's Designated Safeguarding Lead.