BROADLEAF PARTNERSHIP TRUST

SAFEGUARDING AND CHILD PROTECTION POLICY

Perryfields Academy

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Links to:
Peer-on-Peer Abuse Policy
Anti-Bullying Policy
Managing Behaviour Policy
Attendance Policy
SEND Policy
Safer Recruitment Policy
E-Safety Policy
Staff Code of Conduct Policy
GDPR Policy
Whistleblowing Policy

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1. Statement of Intent

At Broadleaf Partnership Trust, we are committed to safeguarding children and young people, and we expect everyone who works within our trust to share this commitment. Our academies' Safeguarding policies detail how we will deliver these responsibilities. All staff and volunteers are required to complete statutory safeguarding training, and this is regularly reviewed by each lead in the Broadleaf Academies to ensure it is up to date.

Policy and Procedures

We will ensure all policies and procedures in respect of safeguarding children are up to date and in line with *Keeping Children Safe in Education 2021* and *Working Together to Safeguard Children (2018).* Each academy's policy is accessible to all staff through their individual platforms. Policies and procedures are reviewed and revised by the Broadleaf Board of Trustees on a regular basis. Broadleaf is associated with the local Safeguarding Children Board of each Local Authority in which it operates. Any issues related to safeguarding children will be discussed at these boards as required.

Designated Safeguarding Leads

The Board of Trustees for Broadleaf Partnership Trust has ultimate responsibility for Safeguarding issues. Operationally, this responsibility is delegated to the Chief Executive, who leads on policy issues in relation to the safeguarding of children and adults at risk across the Broadleaf Academies.

Across the Broadleaf Academies, there are Designated Safeguarding Leads who lead on Child Protection issues within their relevant location. They are clear about their role, have sufficient time, and receive relevant support and training to undertake their role, which includes close contact with external agencies including Children's services, Police, the Local Safeguarding Children's Board, and relevant health care organisations.

Online Safety

We understand that it is essential that children are safeguarded from harmful online content and wider online harms and take a whole academy approach that protects, empowers and educates our young people and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

We ensure that our young people are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum including the DfE's *Teaching online safety in School (2019)* and *UKCIS Education for a Connected World (2020)*.

Audit

Broadleaf has robust audit checklists to ensure that safeguarding systems and processes are working. The audit includes: the monitoring of academies' Single Central Record, the monitoring of Child Protection & Adults at Risk Policies and Procedures, including 'Allegations against Professionals', and the monitoring of training for all employees and volunteers, guidance and support.

2. Legal Framework and Guidance

This policy has due regard to statutory legislation and relevant guidance including, but not limited to:

- The Education Act (2002)
- Keeping Children Safe in Education (2021)
- Working Together to Safeguard Children (2018)
- What to do if you are worried about a child (2015)
- Information sharing: Advice for practitioners (2018)
- Guidance for safer working practice for adults who work with children and young people in education settings (2019)
- The Data Protection Act (2018)
- Serious Crime Act (2015)
- Teaching online safety in school (2018)
- UKCIS Education for a connected world (2018)
- Prevent Duty (2015)
- Sexual Offences Act 2003
- Preventing youth violence and gang involvement (2013)
- Criminal exploitation of children and vulnerable adults: county lines guidance (2018)

3. Introduction

This policy defines a 'child' as anyone under the age of 18 years or any learner of any age on the academy roll.

This policy applies to all employed Broadleaf Partnership Trust colleagues, including all permanent, temporary and support staff, members, trustees, governors, volunteers, contractors and external service or activity providers. There is an additional policy to support visitors to the academy to ensure awareness and appropriate reporting of any safeguarding concern as well as a leaflet that is explains procedure for visitors as they enter the academy.

There are six key elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy
- The signs of abuse that adults should look out for
- Specific roles and responsibilities for safeguarding (in addition to everyone's duty of care to safeguard children and adults)
- Procedures and processes that should be followed, including the support provided to children
- How the academy leaders will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the academy
- How the policy will be managed and have its delivery overseen

Through implementation of this policy, academy leaders will ensure that our academy provides a safe environment for children to learn and develop.

4. Safeguarding Roles and Responsibilities:

The Designated Safeguarding Lead (SLT member) is: Mrs J Paddock

The Deputy Designated Safeguarding Leads are:

Mrs T Hinkinson
Mrs S Shaw
Mrs M Smith
Mrs S Thompson
Miss K Wainwright

Nominated Safeguarding governor: {insert}

The Designated Teacher for Children in Care is: Mrs J Paddock

4.1 All staff, volunteers and local governors have responsibility for the following:

- to provide a safe environment in which all children can learn
- identify children who may need extra help or who are suffering, or are likely to suffer, significant harm
- to take appropriate action, working with other services as needed
- to keep themselves updated with the systems within the academy which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct) which includes knowing the role, and working with, the academy's Designated Safeguarding Lead (DSL).
- to ensure they receive appropriate safeguarding and child protection training which is regularly updated.

In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

4.2 All staff are responsible for:

- Knowing who the academy's Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL's) are.
- Raising any concerns with the DSL (or DDSL's). If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anyone can make this referral if the DSL (or DDSL's) are unavailable.
- Completing a formal written safeguarding concern form when making a referral. Staff should be clear that this should be done immediately, always on the same day.
- Ensuring that their safeguarding and child protection training is up to date.
- Being alert to the signs of abuse.
- Maintaining an attitude of 'it could happen here'.
- Maintaining an attitude that harmful sexual behaviour, sexual harassment/violence is never acceptable and will not be tolerated, and being alert to inappropriate language and indicators of abuse and never relying on students to disclose abuse.
- When concerned about the welfare of a child, staff members will always act in the interests of the child.

- Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the DSL (or DDSL's).
- Sharing information and working together to provide children and young people with the help they need when they need it.
- Referring to the Headteacher/Head of School any low-level concerns about another member of staff and any allegations of abuse directly to the Headteacher/Head of School. If the concerns are about the Headteacher/Head of School, these should be referred to the Chief Executive of Broadleaf Partnership Trust. If the Chief Executive of Broadleaf Partnership Trust is unavailable, staff should refer directly to the Local Authority Designated Officer (LADO).
- Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding procedures through the academy's Whistleblowing Policy.
- Being aware of Sandwell Children's Safeguarding Partners and Safeguarding Procedures, (*https://www.sandwellcsp.org.uk/*) and ensuring these procedures are followed.
- Seeking early help where a child and family would benefit from coordinated support from more than one agency via Sandwell Children's Safeguarding Partnership Multi Agency Safeguarding Hub (MASH).

4.3 Local Governors and the academy leadership are responsible for:

- Ensuring that we are compliant with all requirements in *Keeping Children Safe in Education (2021).*
- Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff, and ensuring all staff are 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.
- Ensuring that policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that we have a DSL for child protection, and that they have access to appropriate training, which is updated every two years.

4.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Managing referrals from staff or any others from outside the academy.
- Working with external agencies and professionals on matters of safety and safeguarding.
- Undertaking relevant training and attending update sessions.
- Raising awareness of safeguarding and child protection amongst the staff and parents; and ensuring that child protection information is transferred to the student's new school/academy.
- Ensuring that the academy has a nominated local governor to liaise with the DSL for Perryfields Academy and any partner agencies in the event of allegations of abuse made against the Headteacher/Head of School.
- Ensuring all staff receive the appropriate training, and keep it up to date, in line with advice from Sandwell Children's Safeguarding Partners.
- Notifying the Children's Services if there are concerns over unexplained absences of a student, following the Child Missing Education (CME) policy and local procedure: *Sandwell CME Procedures.*

- Informing the Local Authority when a private fostering arrangement is in place.
- Managing security within the academy and reviewing it regularly.
- Ensuring that important safeguarding related policies, such as those for behaviour and bullying, are kept relevant and up to date.
- Have an overview of the numbers of safeguarding and child protection referrals submitted and share this with the Headteacher/Head of School and Broadleaf Partnership Trust - Board of Trustees.
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- Ensuring that the curriculum makes best use of Citizenship and PSHE, RSHE opportunities to cover safeguarding issues with children.
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised.
- Ensuring procedures are in place to handle allegations against members of staff and volunteers (though the Headteacher/Head of School will lead on this process).
- Ensuring there are procedures in place to handle allegations against other children (Peer-on-peer abuse).
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the academy and externally through counselling and/or other services.
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development.
- Ensuring through the safeguarding curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the academy's DSL (and DDSL's), and are aware of other support mechanisms such as ChildLine, etc.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and academy staff.
- Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- During term time, the DSL (or a DDSL) should always be available (during academy hours) for staff in academy to discuss any safeguarding concerns. For any out of hours/out of term activities, the Multi Agency Safeguarding Hub (MASH) and Community Operating Groups (COGs) will contact Mrs Hinkinson (DDSL - Safeguarding and Welfare Manager) for any concerns during out of hours/out of term.
- Ensuring that our 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.
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time.

- DSL (or DDSL's) will be proactive in sharing information as early as possible to help identify, assess and respond to risk or concerns about the safety and welfare of children, whether this is when problems first emerging.
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

5. Safeguarding Process and Procedure

The academy leaders will deliver their responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the Sandwell Children's Trust Safeguarding Partners policies and procedure guidance, available at: Safeguarding Partners policies and procedure guidance: *https://www.sandwellcsp.org.uk/*.

5.1 Dealing with a disclosure

Where a student actually discloses that he/she has been abused, the following guidelines must be followed**:**

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality. Inform the child that you are happy to talk to them, but if they tell you anything that you believe may be putting them at risk, then you will have to talk to someone else.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused. Respond to a child wanting to talk to you to help clarify vague concerns; your aim is to result in the right action being taken.
- Ensure that details of the disclosure (in the student's words) are entered onto the green child protection form, signed and dated, and given to the DSL immediately.

REACT

- If you need to clarify information, ask open-ended questions e.g.*" Is there anything you'd like to tell me?", "Can you explain to me…?", Can you describe to me….?"*
- **Never** ask leading or suggestive questions e.g. '*Did he/she do anything that they shouldn't have done?*'
- **Never** ask 'accusing' questions e.g.*" Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the student to repeat their disclosure for any other member of staff; it is your responsibility to share the information
- The above four factors, when mishandled, may compromise enquiries that need to be made later by children's social care or Police.
- Remember, as a teacher/non-teacher, it is not your role to investigate a disclosure.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of, harm, you must tell them that you will speak to someone to get help.
- Reassure the child that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

RECORD (on the green child protection form)

- Inform the student that you will be making notes as they are talking to you, using the appropriate form utilised by the academy (Green form).
- ensure you use the words that the child has used.

- do not record your assumptions and interpretations, just what you heard and observed.
- Do not destroy the original notes, even if you write things up neatly and fully, in case they are needed by a court
- Do distinguish fact from opinion.
- Record the date, time, place of disclosure and any noticeable non-verbal behaviour.
- Sign any written records and identify your position in the academy setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.
- Hand all forms to the DSL immediately. They will take the appropriate action and then log it Class Charts.
- No copies should be retained by the member of staff or volunteer.

REFER

- Immediately hand the green form to the DSL (**Mrs J Paddock**) or in their absence the Deputy Safeguarding Lead (**Mrs S Thompson, Mrs T Hinkinson, Mrs K Wainwright, Mrs M Smith, Mrs S Shaw and Mr S Pinfield)** who will be responsible for following the appropriate procedures. In the absence of anyone being available in the academy, contact the Local Authority Child Protection Officers on 0121 569 3100 for advice.
- The DSL will then take appropriate action and log the information onto Class Charts.

A consultation with your DSL (or DDSL) does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required. This may involve consulation and advice from Deputy DSL's. Where there is a safeguarding concern, the DSL (or DDSL) should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

If you are unhappy about the response you receive from your DSL, contact the Sandwell Children's Trust on 0121 569 3100 where you will be able to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE THE ACADEMY WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

5.2 Record keeping

Keeping all safeguarding records up to date and in line with the statutory requirements in KCSIE as a minimum:

All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, must be recorded in writing. Information should be kept confidential and stored securely.

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

5.3 How to report any concerns

Clear procedures on reporting any concerns are given to all staff and volunteers and visitors. This is done as part of the staff induction training, on a safeguarding leaflet or on the electronic sign in.

If a member of staff has a concern about a child, they must record all details on Class Charts. The concern will then be triaged by a member of the Pastoral Team, and appropriate action taken.

A child protection concern, where a member of staff believes that a child is at risk of harm, must be reported **urgently** by completion of the **green child protection form** and passed **immediately** to the DSL (or DDSL). The DSL (or DDSL) will then take the appropriate action and record this on Class Charts.

Students and parents/carers are also able to log a concern via the academy's 'Speak Out' button on our website or by logging a concern on Class Charts 'Wellbeing' section. These are also continuously monitored by the Safeguarding/Pastoral Team and appropriate action taken.

If anyone other than the DSL makes the referral to Childrens Services, they should inform the DSL as soon as possible.

(See Appendix 1 for a flow diagram which explains how all safeguarding concerns or disclosures are dealt with at the academy.)

The DSL will take the appropriate action and may delegate to the appropriate member of staff. This must be followed up by the DSL to ensure the task is completed.

Whilst all staff should speak to the DSL (or DDSL's) with regards to any concern about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a female under the age of 18, the staff member must immediately report this to the Police.

We take our responsibility to safeguard young people seriously. Failure to follow these reporting procedures may result in disciplinary action.

5.4 Taking action

If, at any time, it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to Sandwell Children's Trust Emergency Duty Team 0121-569-3100 or Police Child Abuse Investigation Team on 101 or call 999 if you are concerned a child needs immediate protection.

The DSL (or a DDSL) will liaise with the relevant safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children 2018.* NPCC guidance for DSL (or a DDSL) to understand when they should consider calling the police and what to expect when they do, can be found here: *NPCC - When to call the police guidance for schools and colleges.*

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

(See Appendix 2 for a flow diagram which explains how all safeguarding concerns or disclosures are dealt with by the academy and Children's Services.)

5.5 Student disclosure of abuse, neglect or radicalisation

At Perryfields Academy, we have a clear procedure for reporting concerns. If a student talks to a member of staff/volunteer about any risks to their safety or wellbeing, the staff member/volunteer will let the student know that they must pass the information on to the safeguarding team (DSL or a DDSL/HOY) in order to offer the proper support that the student requires.

The member of staff/volunteer will allow them to speak freely and will not ask investigative questions. The staff member/volunteer will tell the student what will happen next.

It is the duty of the member of staff/volunteer to inform the DSL (or a DDSL) of what has been discussed. The report must be made **urgently** by completion of the green child protection form and passed **immediately** to the DSL (or DDSL). The DSL (or DDSL) will then then take the appropriate action and record this on Class Charts.

Staff should **not** wait until the following academy day to report a concern. Information will be shared on a need-to-know basis only.

Issues or concerns will **not** be discussed with colleagues, friends or family unless necessary for the welfare of the child.

Students and parents/carers are also able to log a concern via the academy's 'Speak Out' button on our website or by logging a concern on Class Charts 'Wellbeing' section. These are also continuously monitored by the Safeguarding/Pastoral Team and appropriate action taken.

5.6 Suspecting that a student is at risk of harm

There will be occasions when a member of staff/volunteer may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student the opportunity to talk. Staff should use Class Charts .to record these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL: Mrs J Paddock, or a member of the Pastoral/Safeguarding Team.

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Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the academy's **Peer-on-Peer Abuse Policy and Anti-Bullying Policy** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than the anti-bullying procedures.

We acknowledge that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

5.7 Notifying parents

The academy leaders will normally seek to discuss any concerns about a student with their parents/carers. The DSL (or a DDSL/HOY) will contact the parent/carer in the event of a concern, suspicion or disclosure. However, if the academy believes that notifying a parent/carer could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

5.8 Referral to Children's Services

The DSL (or a DDSL) will make a referral to Children's Services if it is believed that a student is suffering or is at risk of suffering significant harm.

Contacts at Sandwell Children's Trust are:

Management of allegations procedures - Sandwell CSP.
LADO contact: 0121 5694770

The student (subject to their age and understanding*)* and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.
A Children's Services assessment will consider where children are being harmed in contexts outside of the home (extra familial harm), so we will ensure that we provide as much information as possible as part of the referral process. This will allow any assessments to consider all the available evidence and enable a contextual approach to address harm.

5.9 Private Fostering

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

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

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. If a member of staff becomes aware of an arrangement such as this, they should report it via Class Charts to ensure that the DSL (and DDSL's) are fully aware of the situation for that child.

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

We have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy.

However, it should be clear to the academy who has parental responsibility.
Academy staff will notify the DSL (and DDSL's) when they become aware of private fostering arrangements. The DSL (or a DDSL) will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

In addition, on admission to Perryfields Academy, we will take steps to verify the relationship of the adults to the child who is being registered.

5.10 Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Services, police or the NSPCC if:

- the situation is an emergency and the DSL or DDSLs are all unavailable.
- they are convinced that a direct report is the only way to ensure the student's safety.

5.11 The Use of Reasonable Force in an Academy

There are circumstances when it is appropriate for staff in the academy to use reasonable force to safeguard 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 students or blocking a student's path, or active physical contact, such as leading a student by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully and recognise the additional vulnerability of these groups. Individual Behaviour Plans are drawn up for more vulnerable students. These are agreed with parents/carers as well as the students. These plans can reduce the occurrence of challenging behaviour and the need to use reasonable force.

5.12 Early help

We also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include: multi-agency team/s, Connexions Careers services, School Nursing Team, Child and Adolescent Mental Health Services (CAMHs), local Community Police Officers, Inclusion Services, Brook Sexual Health Services, DECCA, PREVENT, KOOTH, Forward Thinking, Black Country Women's Aid, Place2Be.

We encourage families, students and parents/carers to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

Staff and volunteers should be alert to the potential need for early help that might support a student early on with their particular safeguarding issue, with a view to preventing it from becoming a bigger issue longer term. DSLs (and DDSLs) will consider following the procedures (depending on individual need) identified for initiating early help for a 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, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

All initial contacts where staff, local governors or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional or complex needs, should be made either by contacting the DSL (Mrs J Paddock) or the academy SENCO (Mrs S Thompson), or by contacting the local MASH: **Sandwell Children's Trust, Oldbury, B69 3DL.**
Telephone: 0121-569-3100.

The DSL should be advised of any such contacts to ensure that all information is shared.

6. Types of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. The abuse might be from an adult or adults, or another child or children. Our most significant local safeguarding concerns are:

- Mental Health
- Welfare and Wellbeing
- Domestic Abuse
- Online Safety
- Violent Crime

	Localised Safeguarding Concerns	**Our strategic academy response – what we do to prevent or reduce harm and respond to harm if it occurs.**
1	Mental Health	Mental Health Education - PSHE curriculum Assemblies KOOTH Place2Be Learning Mentors Mental Health First Aiders Educational Mental Health Practioner Wellbeing Ambassadors Universal Support e.g. CAMHS, Forward Thinking
2	Welfare/Wellbeing	Welfare/Wellbeing Education - PSHE curriculum Highly Skilled Pastoral and Safeguarding Team Early Help Support fund Collaborative Working with Universal Support Assemblies Educational Mental Health Practioner Resilience Sessions via Learning Mentors
3	Domestic Abuse	Healthy Relationships Education - PSHE curriculum Assemblies Operation Encompass Partnership Highly Skilled Pastoral and Safeguarding Team Black Country Women's Aid Collaboration Domestic Abuse Helplines
4	Online Safety	Online Safety Education - PSHE curriculum, Key Stage 3 ICT Curriculum Assemblies E-safety Forensic Monitoring
5	Serious Violent Crime (Extra Familial Harm)	PSHE curriculum Assemblies Police Partnership and Prevention Programmes Resilience Sessions via Learning Mentors MASH Team collaboration CSE/CCE Team collaboration YOT Team collaboration

There are four types of child abuse as defined in *Keeping Children Safe Education 2021* as follows:

6.1 Physical Abuse

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

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Most children will collect cuts, bruises and injuries and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks.

A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Changes in behaviour that can also indicate physical abuse:

- increasingly withdrawn behaviours;
- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- running away from home;
- reluctance to get changed, for example in hot weather;
- depression.

6.2 Emotional Abuse

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. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

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 also 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 also be imposing inappropriate expectations (for age or development stage) on a child. 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 or causing children frequently to feel frightened or in danger. It may involve serious bullying (including cyber-bullying) or the exploitation or corruption of children.

Changes in behaviour which can indicate emotional abuse include:

- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress;
- neurotic behaviour e.g. sulking, hair twisting, rocking.

6.3 Neglect

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. It can be difficult to recognise neglect. However, its effects can be long term and damaging for children.

It may include a failure to:

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

The physical signs of neglect may include (but not limited to):

- Being constantly dirty or 'smelly';
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

6.4 Sexual Abuse

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) regardless of whether the child is aware of what is happening.

The activities may involve physical contact or 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).

Physical signs of sexual abuse may include:

- pregnancy;
- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;
- stomach pains;
- discomfort when walking or sitting down.

Changes in behaviour which can also indicate sexual abuse include:

- sexual knowledge which is beyond their age (or developmental level) or sexual drawings/language
- saying that they have secrets that they cannot tell anyone about
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults
- Sexual abuse is not solely perpetrated by adult males. Women also commit acts of sexual abuse, as can other children (peer-on-peer abuse).

6.5 Peer-on-peer abuse

Please refer to the Peer-on-Peer abuse and Anti-Bullying policy for details on how we prevent, reduce and report harms and how we respond to them when they occur. The Peer-on-peer abuse and Anti-Bullying policy includes information about our whole school approach to peer-on-peer abuse, bullying, harmful sexual behaviour (including sexual harassment and sexual violence and bringing weapons into school).

Staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments and that they must challenge inappropriate behaviour between peers that may be abusive in nature.

All staff, but especially the DSL (and DDSLs) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We believe that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” or “having a laugh” or “boys being boys”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

This is most likely to include but is not limited to;

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes’ images and or videos (also known as sexting or youth produced/involved sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We prevent peer-on-peer abuse by actively seeking to raise awareness of all forms of peer-on-peer abuse and by educating governors, our senior leadership team, staff, students, and parents/carers about this issue.
This includes training governors, the senior leadership team, and staff on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it. Please refer to the peer-on-peer abuse policy and anti-bullying policy for fuller details.

6.6 Bullying

Bullying is also abusive and will include at least one, if not two (or all) of the defined categories of abuse (refer to our anti-bullying policy available on our website).

For more information from the DfE (2017) on preventing and tackling bullying and cyber bullying please go to: *Preventing and tackling bullying (2017)*, *Cyberbullying Advice for Headteachers and School Staff (2014)* and *Advice for parents on cyberbullying (2014)*.

6.7 Sexual Violence and Sexual Harassment/Harmful Sexual Behaviour (HSB)

Peer-on-Peer Abuse, **sexual harassment** and **sexual violence** are **never acceptable and will not be tolerated.**

All staff understand that even if there are no disclosures in the academy, it does not mean it is not happening, it may be the case that it is just not being reported. As such, all colleagues are trained to notice and identify signs and indicators of peer-on-peer abuse, and where they have any concerns regarding peer-on-peer abuse, how to report these to the DSL (or DDSL) through the academy's formal safeguarding reporting systems.

Furthermore, any disclosures made by students will be believed and responded to in line with the Peer-on-Peer Abuse and Anti-Bullying Policy. Students will be kept safe and never made to feel that they are creating a problem by reporting the abuse, sexual violence or sexual harassment. Incidents will be accessed and responded to on a case-by-case basis considering harm, immediate safety, student wishes and seeking advice and making referrals as required.

We will follow and adhere to Part 5 of KCSIE (statutory guidance) and Department for Education advice for schools *Sexual violence and sexual harassment between children in schools and colleges (2021)*.

It covers:

- how we prevent peer-on-peer abuse;
- what sexual violence and harassment is;
- schools' and colleges' legal responsibilities;
- a whole school or college approach to safeguarding and child protection;
- how to respond to reports of sexual violence and sexual harassment.

The departmental advice, when referring to **sexual violence** refers to sexual offences as described under the Sexual Offences Act 2003.

This includes:

- rape;
- assault by penetration;
- sexual assault.

The advice sets out that **sexual harassment** is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

We believe that all children have a right to learn in a safe environment.
Academy leaders will minimise the risk of peer-on-peer abuse by: (academy to detail how they will reduce the risk within their setting – include additional measures put in place to reduce the additional risks (statistically) faced by students with SEN or a disability or identifying or identified by peers as LGBT).

We recognise that some students may sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Managing Behaviour.

Occasionally, allegations of a safeguarding nature may be made against students by others in the academy. Where this is the case, an appropriate risk assessment and referrals will be undertaken to establish next steps to deal with the allegation.

The peer-on-peer risk assessment will include as a minimum:

- If a relationship has previously existed in any format; is there an imbalance of power within their relationships?
- is the allegation of a serious nature?
- If the allegation includes a criminal offence, has the referral to the police and child service been made?
- Does this allegation raise risk factors for other students in the academy?
- Does the allegation indicate that other students may have been/could be affected by this student?
- Does the allegation indicate that young people outside the academy may be affected by this student?
- Does this allegation indicate that the contextual safeguarding within the academy environments should be reviewed?
- What support does this allegation indicate are needed for both the victim and alleged perpetrator of the peer-on-peer abuse?

Academy leaders will support the victims and perpetrators and alleged perpetrators of peer-on-peer abuse by:

- Taking appropriate action where all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly.
- A thorough investigation of the concern or allegation will be conducted and the wider context in which it may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident. (It may be appropriate for the police and/or Childrens Services to carry out this investigation).
- Confidentiality will not be promised and the victim will be supported in understanding the next steps and who the report will be passed to.
- A six-week monitoring programme will automatically be invoked and the case will only close when the DSL (or DDSL/Heads of Year) is satisfied that a positive outcome is ascertained for all involved.

Please access the safeguarding peer on peer policy and procedures for further information:

Related – *NSPCC Harmful Sexual Behaviour Framework Audit Tool*

All staff and volunteers must be aware that adults or children, who use children to meet their own sexual needs abuse both girls and boys of all ages. In all cases, children who tell someone about sexual abuse do so because they want it to stop. It is important, therefore, that children are always listened to and taken seriously and (as in all cases of abuse or neglect) that our reporting system is followed systematically without fail.

6.8 'Sexting' 'Nudes' 'Pics'

We will adhere to the guidance issued by the UK Council for Child Internet Safety (2020): *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

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, received or forwarded using any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes;
- dirties;
- pic for pic;
- pics.

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else:

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media;
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent;
- exploitation or blackmail.

Loss of control of images

It is easy to send a photo or message, but the sender has no control about how it is passed on.

When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they are deleted (such as snapchat) but they can still be saved or copied by others.
Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area. These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still end up being shared between adults they don't know.

However, due to awareness campaigns, many young people are aware of the permanence of online images and as a consequence to this rather than external risks, need support and guidance in reducing the visibility of the image by contacting external agencies, support with parents and mental health and wellbeing provision.

Some sources of support for wellbeing and mental health that we recommend include:

- Childline - 0800-1111
- NSPCC - *Keeping children safe online - sexting & sending nudes*
- Young Minds – *www.youngminds.org.uk*
- Kooth – *www.kooth.com* ("Need to Talk" online support)

Associated risks of sexting, nudes, pics include:

Blackmail
An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Unwanted attention
Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images and pose an even greater personal risk to the young person.

Bullying
If images are shared with their peers or in school, the child will be humiliated and may be *bullied.*

Emotional distress
Children can feel embarrassed and humiliated. If they are very distressed, this could lead to suicide or *self-harm*.

Prevention:
All staff will be trained in e-safety (refer to our E-Safety policy for more information) and will have a role in preventing young people from sexting.

All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSL (or DDSL/HOY) for further investigation.
Every child is different, so our approach will be based on their exact situation. We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting.

This may be addressed through: Key stage 3 online safety lessons, PSHE - protective behaviours curriculum, assemblies, PDM updates and police choices programme.

We will:

- Outline our expectations and maintain our 'no mobile phone' policy at Perryfields Academy.
- Ask students what they feel is acceptable to send to other people then discuss appropriate images and the dangers of inappropriate images (listed above).
- Make sure students are comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate and illegal. Talk about whether a person who asks for an image from you might also be asking other people for images.
- Explain to students about the importance of trust and consent in a healthy relationship (refer to the Sex and Relationships Education policy).
- Tell students that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about.
- Tell students what can happen if things go wrong through real life examples such as television programmes or news stories as far as possible, but also make clear that there is help and support to remove images and 'get through' any situation they or their peers find themselves in and encourage them to seek support from us.
- Ask students about the 'Grandparent rule' would you want your Grandparent to see the image you're sharing?
- Discuss the impact of revenge sexting after relationships have broken down or a friend has done something as a joke and lost control of the image, etc.
- Provide details of support and coping strategies if the young person finds themselves in an uncomfortable position such as ChildLine/CEOP if the situation has got out of control.
- Let students know that they can speak to us if this ever happens and that disclosures will be treated confidentially and without embarrassment, and support will be given.
- Train staff to react calmly and listen to the concerns of the child and explain that they must share the information confidentially with the DSL (or DDSL/HOY.

When a child has been affected by sexting we will:

- Recognise that if the child has been sending explicit images or videos of themselves, the child may feel anxious and there may be additional barriers due to perceived 'guilt'.
- Recognise that they themselves may feel shocked, upset, angry, confused or disappointed while listening to the child, but that it is inappropriate to show this in any way.
- Give themselves time to process the information, remembering that the child will be watching their reactions.
- Reassure the child that they are not alone.
- Listen and offer support – they are probably upset and need help and advice, never criticism or comments such as 'I told you not to do that'.
- Not ask questions like "why have you done it" as this may stop them from opening up.
- Discuss the problem and the wider pressures that they may face, to help them to understand what's happened and understand any wider safeguarding concerns.
- Assure the child that they'll do all they can to help and explain that they will seek the support of the DSL (or DDSL/HOY).
- Remind them that they can always talk to *Childline* or another trusted adult if they aren't comfortable talking directly to the staff member.

If a child has shared an explicit image, we will:

- Ask them who they initially sent it to, their age, and if they know whether it has been shared with anyone else.
- Support the student to ask the social media site to remove the image and get in touch with *Childline.* Together, Childline and the Internet Watch Foundation (IWF) will try to get the image removed.
- Alternatively, if it is in the best interests of the student, we will make a report directly to the *Internet Watch Foundation* (IWF). Childline is a confidential service, but to make a report on a child's behalf to the IWF we need to confirm who the child is and their date of birth.
- Staff need to provide Childline or IWF with a link to the image which may require the police (because staff should not look at the image) to be involved (assess this against the 'aggravating factors'). After the link is sent, staff will not keep a copy of the image for evidence as it is illegal to share or store child abuse images.
- Discuss wider safeguarding concerns and agree who will be contacted and when they will contact parents/police/CEOP/ as appropriate to the case.
- Contact the *Child Exploitation and Online Protection Centre* (CEOP) as well as the police if the image was requested by an adult, as this is *grooming* which is illegal.
- If the image was requested by a school aged student not from this academy, we will contact the DSL (or DDSL) at that school to raise awareness of potential wider safeguarding issues or circulation of the image in their school.

We will encourage the child to:

- Delete images from their social media accounts if they have uploaded the image themselves
- If they are sharing an image which somebody else uploaded, consider asking that person to delete it
- If the image or video was shared over the web, don't comment on it or share it as this may mean the image is seen more widely

If a child has been sent a sexually explicit image:

- Staff will ask them if they know the person who sent it and their age
- If the image was sent by another young person, staff may want to help the child to speak to the sender in order to stop future messages. If the child agrees, staff can also help them to block the sender on social media;
- Staff should look at *Net Aware* for information and advice about this or contact the O2 and NSPCC online safety helpline on *0800 800 5002*;
- If the image was sent by an adult, staff should contact *CEOP*, the Child Exploitation and Online Protection Centre, as this may be part of the *grooming* process.

A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend. (We will follow the guidance on aggravating factors and when to report to the police. In most cases of consensual sharing of images, the police will not need to be notified. Where there is an aggravating factor that includes a form of abuse – incidents will be reported to the police).
- Share an explicit image or video of a child, even if it is shared between children of the same age.
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.
- However, as of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.
- Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they are a risk.

6.9 'Upskirting'

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

Any concerns related to upskirting must be reported to the DSL (or DDSL) in line with the academy's safeguarding reporting process outlined within this policy. Where appropriate, staff will also consult the Peer-on-peer abuse policy.

Signposts for support or advice:

- CEOP's *'Thinkuknow'* give advice for parents/carers, as well as children and young people of different ages, on staying safe online. 'Thinkuknow' have created *short videos* to help parents/carers understand why children 'sext', how to talk to them about it and what to do if their child is affected.
- *Internetmatters.org* work to help parents/carers keep their children safe online. They provide free advice on online issues affecting children, including *sexting* and *grooming*.
- The *UK Safer Internet Centre* gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for *primary* and *secondary* aged children that encourages them to be safe online.
- **O2 and NSPCC** Help Line: *0800 8005002*.

(See Appendix 4 for a flow diagram which explains how all disclosures of sexual violence/sexual harassment are dealt with by the academy and Children's Services.)

6.10 Child Criminal Exploitation (CCE) and Exploitation of Vulnerable Adults (County Lines & Serious Violence)

Both Child Sexual Exploitation (CSE- see 6.11) and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however colleagues should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (CSE- see 7.11).

Victims can be exploited even when activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online.
County lines is the police term for urban gangs supplying drugs to suburban areas/market or coastal towns using dedicated mobile phone lines or "deal lines".
It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.
County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Going missing from school or home and / or being found out-of-area (though criminal gangs are becoming 'wise' to this method of identifying children that have been exploited and are moving to exploit children in the local area to avoid notice);
- Unexplained acquisition of money, clothes, or mobile phones;
- Excessive receipt of texts / phone calls;
- Relationships with controlling / older individuals or groups;
- Leaving home / care without explanation;
- Suspicion of physical assault / unexplained injuries;
- Parental concerns;
- Carrying weapons;
- Significant decline in school results / performance;
- Gang association or isolation from peers or social networks;
- Self-harm or significant changes in emotional well-being.

Where staff or volunteers have a concern around county lines, they should inform their DSL (or DDSL/HOY) immediately, who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm, an immediate referral to the police should be made.

Concerns around Child Criminal Exploitation or Child Sexual Exploitation will be referred to the *Horizons Exploitation Safeguarding Hub* .

Regardless of gender or the role that they have been made to undertake, any child or adult who has experienced criminal exploitation is likely to have experienced or been threatened with serious violence to themselves or their family or community.

Serious violence indicators include:

- increased absence from school;
- a significant decline in performance;
- changes in friendships or relationships with older individuals or groups;
- indicators of self-harm;
- a significant change in well-being or signs of assault of unexplained injuries;
- unexplained gifts or new possessions could also indicate that children have been approached by or involved with individuals associated with criminal networks or gangs.

Staff training will include these signs and indicators in line with the Home Office guidance *Preventing youth violence and gang involvement (v3 March 2015)* and *County Lines Guidance (Sept 2018)* and contextual safeguarding.

Colleagues are also trained on the additional risk factors associated with serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

6.11 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. There is always an imbalance of power in the relationship. It is a form of sexual abuse. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year old's who can legally consent to have sex.

We are also aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such which can be an additional barrier to disclosure. Colleagues receive training and updates on CSE to ensure awareness of and mitigate these additional difficulties to ensure children receiving appropriate intervention and support at the earliest opportunity. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

The perpetrator holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex or sexual bullying including cyberbullying and grooming.

There are three main types of child sexual exploitation:

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

'Boyfriend'
Abuser grooms the victim by striking up a relationship with them, giving them gifts and meeting in cafés or shopping centres'. A seemingly consensual sexual relationship develops but later turns abusive. Victims might be required to attend 'parties' and sleep with multiple men and are threatened with violence (directly or against family members) if they try to seek help.

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

For more information on CSE and a guide for practitioners please go to: *Child sexual exploitation - definition and guide for practitioners*.

Key indicators of children being sexually exploited may include:

- receiving unexplained gift or gifts from unknown sources;
- associating with other young people involved in exploitation;
- going missing for periods of time or regularly coming home late (please refer to the academy attendance policy);
- regularly missing education or not taking part;
- displaying inappropriate sexualised behaviour;
- having multiple phones;
- mood swings or changes in emotional wellbeing;
- being seen at strange meeting places (hotels or known places of concern);
- having older boyfriends / girlfriends (where the age difference might create an imbalance of power);
- self-harming / drug or alcohol misuse;
- injuries (physical).

Academy safeguarding procedures for reporting any concerns apply and all concerns must be recorded and reported as soon as is reasonably possible and certainly that day.

The local response and support for CSE can be found at*: Horizons Exploitation Safeguarding Hub*.

6.12 Honour Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action should be taken once the concern has been shared with the DSL (or DDSL).
All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL (or DDSL).

6.12.1 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old. However, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- a low level of integration into UK society;
- having a mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin (where FGM is known to be prevalent);
- being taken on a long holiday to the country of origin (where FGM is known to be prevalent);
- talk about a 'special' procedure to become a woman.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from academy especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty of professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should staff physically examine students.

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the DSL (or DDSL) who will refer to Children's Services.

The duty to report to the police does not apply in relation to at risk or suspected cases though staff will always refer to the DSL to take the next appropriate steps.

For further advice from the Home Office on FGM please go to: *Female Genital Mutilation*.
For the multi-agency statutory guidance please go to: *Multi Agency: Statutory guidance on FGM*.

The following is a useful summary of the FGM mandatory reporting duty from the Home Office: *Mandatory reporting: Fact sheet.*

6.12.2 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. A marriage must be entered into with the free and full consent of both parties, there must be a choice.

Forced marriage is recognised 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 are bringing shame on their family). In some cases, people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

An *arranged* marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

Forced marriage is an abuse of human rights, a form of violence against men and women. It is child abuse when it affects children and abuse of vulnerable people when it affects those with disabilities.

Where staff or volunteers have any reason to suspect that someone is experiencing pressure or being forced into marriage, they must report this to the DSL through the academy process. For more information on forced marriage go to: *What is a forced marriage?*

6.12.3 Breast Ironing/Flattening

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases, breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Why does breast ironing happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. It is seen by the perpetrator as a protective measure for the child.

Breast ironing is physical abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law. Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. *Keeping Children Safe in Education (2021)* mentions breast ironing as part of the section on So-called 'Honour' Based Abuse'.

Staff or volunteers worried about the risk of breast ironing in the academy should refer through the appropriate channels to the DSL (or DDSL) as soon as possible who will make a referral to children's services. If staff or volunteers are concerned that the girl is in immediate danger, contact the police by calling 999.

The DSL will also contact the Foreign and Commonwealth Office if the girl has been taken abroad:

- telephone: 020 7008 1500
- from overseas: +44 (0)20 7008 1500

For more information on breast ironing or flattening go to: *Breast Flattening.*

6.13 Domestic Abuse and Young People

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; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are now categorised as victims of domestic abuse, and children fleeing an area where domestic abuse has occurred should be given priority placements in schools through fair access arrangements.

We encourage students to come forward by raising awareness of the issue and teaching students about health relationships through SRE, the wider curriculum and modelling behaviour in the academy.

Adolescent to Parent Violent Abuse

APVA is a hidden form of domestic violence and abuse that is often not spoken about. By raising awareness around this issue, we can provide better protection to victims and apply an appropriate safeguarding approach. For more information on APVA go to: *Domestic Abuse - How to get help.*

What to look out for when a child is witnessing domestic abuse:

Emotional responses of children who witness domestic violence may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the abuse and at the victim for being unable to prevent the abuse).

Physical responses may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of the victim or a sibling.

Behavioural responses of children who witness domestic violence may include acting out, withdrawal, or anxiousness to please. The children may exhibit signs of anxiety and have a short attention span which may result in poor academic performance and attendance. They may experience developmental delays in speech, motor or cognitive skills. They may also use violence to express themselves displaying increased aggression with peers or family. They can become self-injuring.

If a child discloses that they have witnessed domestic abuse, or an adult linked to a child in your academy discloses that they are being abused, staff and volunteers are directed to follow the academy's safeguarding reporting procedures and report your concern to the DSL (or DDSL/HOY).

Operation Encompass

Perryfields Academy is a part of Operation Encompass. This project is run jointly between schools/academies and West Midlands Police.

It helps police and schools/academies work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse. Where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in the academy before the child or children arrive at academy the following day. This ensures that the academy has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Where appropriate, the police and/or the academy should make a referral to children's social care if they are concerned about a child's welfare.

Operation Encompass will ensure that member of academy staff, known as a Key Adult, is trained to allow them to liaise with the Local Authority and to use the information that have been shared, in confidence, while ensuring that the academy is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Their website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time can be booked for a call from the team.

For more information on Domestic Abuse go to: *Domestic Abuse - How to get help.*

6.14 Preventing Radicalisation

The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent Duty". All staff complete Prevent training annually.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the DSL. The DSL has received training about the Prevent Duty and tackling extremism, and is able to support staff with any concerns they may have.

Channel

We understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Channel guidance is available at: *Channel and Prevent Guidance (Feb 2021).*

We use safeguarding through the curriculum to ensure that children and young people understand how people with extreme views share these (including online) to radicalise others.
We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching our core values alongside the Fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside academy;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti or artwork, or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

For the revised Prevent Duty Guidance please go to: *Revised Prevent Duty Guidance for England and Wales (2021)*.

For further Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism from the Home Office please go to: *Protecting children and young people from radacalisation (2015)*.

The Government's *'Education Against Hate'* provides information on training resources for teachers, staff, and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

6.15 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. In addition, all professionals are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

We seek to embed positive mental health and mental health awareness through our academy to create a culture where students can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the PSHE curriculum and focus weeks.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the referral mechanisms listed within this policy and speaking to the DSL (or DDSL).

Useful information

- *Mental health and behaviour in schools (2018)*
- *Promoting children and young people's mental health and wellbeing (Sept 2021)*
- *Every mind matters*

6.16 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 education needs they may have. Local Authorities (LA) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school/academy age, who are missing education in their area. Effective information sharing between parents/carers, the academy and the LA is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Academy staff should follow the academy's procedures for unauthorised absence and 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 the future.

Is it 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, female genital mutilation and forced marriage.

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parent/carer's decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016, the Education (Pupil Registration) (England) Regulations 2006 were amended so that academy's must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from the academy with a view to educating at home, it is recommended that LAs, Schools/Academies, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Admissions and Attendance Register

The law requires all schools/academies to have an admissions register and an attendance register. All students must be placed on both registers.

It is important that the admission register is accurate and kept up to date. The academy will regularly encourage parents/carers to inform them of any changes whenever they occur. This can assist the academy and the LA when making enquiries to locate children missing education.

The academy will monitor attendance and address it when it is poor or irregular. The academy will inform the LA of any student who fails to attend the academy regularly, or has been absent without the academy's permission for a continous period of 10 academy days or more, at such intervals as are agreed between the academy and the LA.

Please see Statutory Guidance - Children Missing Education for more information.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

7. Children with Special Educational Needs (SEN) and disabilities

Children and young people with SEN and disabilities can face additional safeguarding challenges as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Safeguarding training for staff and volunteers reminds staff of the additional barriers that some students face and offers guidance on how to mitigate this by increased awareness and consideration of those barriers.

We identify and support students who might need more support in their awareness of issues and ability to safeguard themselves by:

- Identified SEN Safeguarding link who is proficiently qualified to support and adapt protective behaviours programme which is meaningful, purposeful and meets the needs of our vulnerable children.
- Specific 1:1 sessions are conducted for students identified as requiring more intensive support.
- Collaborative working with Brook services (*www.brook.org.uk*) who are partner professionals and can support young people of all needs with a higher-level programmes and specialist knowledge.

8. Recruitment of staff and volunteers

We will ensure that the statutory Safer Recruitment practices are always followed (KCSIE 2021).

Every interview panel will have at least one member who has a certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will record the answers to safeguarding questions asked during the interview process on staff personnel files. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our academy.

We will ensure that any alternative provision facility working with the academy provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in their provision.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. We will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken. The types of checks undertaken will be in accordance with the guidance given in the *Keeping Children Safe in Education (2021)* document.

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the *Keeping Children Safe in Education (2021)* document. Where an enhanced DBS Certificate is required, it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

The academy leaders will always ask for written information about previous employment history and check that information is not contradictory or incomplete. Reference will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored with the referee and taken up with the candidate at interview. (Unless in some instances where candidates have expressly denied permission for the employer to approach their referees). In these cases, references will be taken up before the candidate's appointment.

The academy leaders will keep a single central record in accordance with the regulations given in the *Keeping Children Safe in Education (2021)* document.

Recruitment and employment checks will be undertaken as stated in the *Keeping Children Safe in education (2021)* document.

We reserve the right to carry out all relevant and necessary checks if there is concern about an existing member of staff and will refer to the LADO and DBS and other relevant agencies anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

9. Managing Allegations Against Staff and Volunteers

We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our academy have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education (2021).
We recognise the possibility that adults working in the academy may harm children. Any concerns (allegations or low level) about the conduct of adults in the academy (including supply staff and volunteers and contractors) should be taken to the Headteacher/Head of School without delay, or where that is not possible to the LADO.

Any concerns about the Headteacher/Head of School should be reported to the Chair of the Local Governing Body who will ensure that appropriate actions and referrals are followed/made to the LADO and the CEO of the Trust. If, for any reason, you cannot make a referral through these routes, you have a duty to refer directly to the Local Authority Designated Officer (LADO) whom you can contact here: *Management of Allegations - Sandwell CSP – 0121 5694770*

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children or the staff member are protected.

Where a student makes an allegation against a staff member, supply teacher or volunteer, the allegation will be taken seriously and acted upon immediately. Parents/carers will be contacted as soon as reasonably possible. The student will be offered support and their wishes will be carefully considered before any actions related to said student begin.

Where any member of the academy staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children, they must act in accordance with the Staff Code of Conduct policy and procedure.

Under our duty of care for our employees, we will ensure that we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy leaders will ensure its obligations for confidentiality when an allegation has been made.

10. Safeguarding Training

Every year, all staff (including non-teaching and volunteers) must undertake the core Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to the academy DSL (or DDSL) immediately.

(See Appendix 1 for a flow diagram of how concerns are dealt with at the academy.)

All new members of staff, including newly-qualified teachers and teaching assistants, will be given an induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, managing behaviour policy, staff code of conduct, systems and processes for CME and Keeping Children Safe in Education: Statutory Guidance for Academies and Colleges, Part One (September 2021), and other related policies.

The DSL (and DDSLs) will undergo updated child protection training for DSLs every two years and in addition to formal training, their knowledge and skills will be refreshed at least annually.

All staff members will complete the statutory safeguarding and child protection training as well as other relevant trainings via our online training platform.

All local governors must undergo governor specific online awareness training at least every two years and core safeguarding training at least annually.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-academy training if it takes place during their period of work for the academy.

The DSL will provide regular briefing to the academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews via a variety of means.

The academy leaders will maintain accurate records of staff induction and training.

11. Establishing a safe environment in which children can learn and develop

We recognise that because of our day to day contact with students, we are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk openly and are listened to.

We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through: the PSHE/Ethics curriculum, assemblies, KS3 ICT curriculum, peer on peer initiatives and safeguarding guidance using a variety of sources.

Anti-bullying and Peer-on-peer abuse

We actively seek to raise awareness of and prevent all forms of peer-on-peer abuse by educating governors, our senior leadership team, staff, students, and parents about this issue.

This includes training governors, the senior leadership team and staff on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it.

Please refer to the anti-bullying policy and peer-on-peer abuse for more information about how we prevent bullying and wider forms of peer-on-peer abuse.

If any student/ member of staff/parent/carer has a concern about bullying, they should report it to a member of the Pastoral Team or any member of staff.

E-Safety

We are thoroughly committed to improving student's e-safety awareness at Perryfields Academy. Our acceptable use agreement is signed up to by all students/parents/carers and staff and we ensure that this is revisited annually in September with the welcome back.

If a student, parent/carer or member of staff has a concern relating to e-safety, they are encouraged to report it. They can report it directly to the DSL (or DDSL) at the academy. Please refer to the E-safety Policy.

Photography and images

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

To protect students, we will:

- Seek their consent for photographs to be taken or published (for example, on our website/social media or in newspapers or publications);
- Seek parental consent;
- Use only the student's first name with an image;
- Ensure students are appropriately dressed;
- Encourage students to tell us if they are worried about any photographs that are taken of them.

Parents, carers or relatives may only take still or video photographic images of students in the academy or on academy-organised activities with the prior consent of the academy and then only in designated areas. If parents/carers do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected in line with the academy's GDPR Policy.

12.Confidentiality and sharing information

Staff should only discuss concerns with the DSL, Headteacher/Head of School or Chair of the Academy Local Governing Body (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

All staff will understand that **child protection issues warrant a high level of confidentiality**, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

We will act in accordance with GDPR, 2018.

Storage and handling of records

Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the GDPR (2018) and the academy's **GDPR policy.**

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information will never be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Paper records of concern forms and other written information will be stored in a locked facility accessed only by the DSL and those identified as appropriate within the academy. Any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive; these items will also be password protected and kept in locked storage.

Child protection information will be stored separately from the student's academy file and the academy file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or academy, they will be sent separate from the student's file and under a confidential cover or in an encrypted electronic file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a student or parent/carer to see child protection records, they will refer the request to the Headteacher/Head of School or DSL. The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.

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

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the **serious harms test** is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice.

Link to serious harm test: *Serious harm test*
Link to new data protection tool kit for schools: *Data protection toolkit for schools*

13.Management of the Policy

The academy leaders will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education

(Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011,

Currently: *Keeping Children Safe in Education (2021)*, *Working Together to Safeguard Children (2018)* and the departmental advice*: What to do if you are worried a child is being abused - Advice for Practioners (Sept 2016)*.

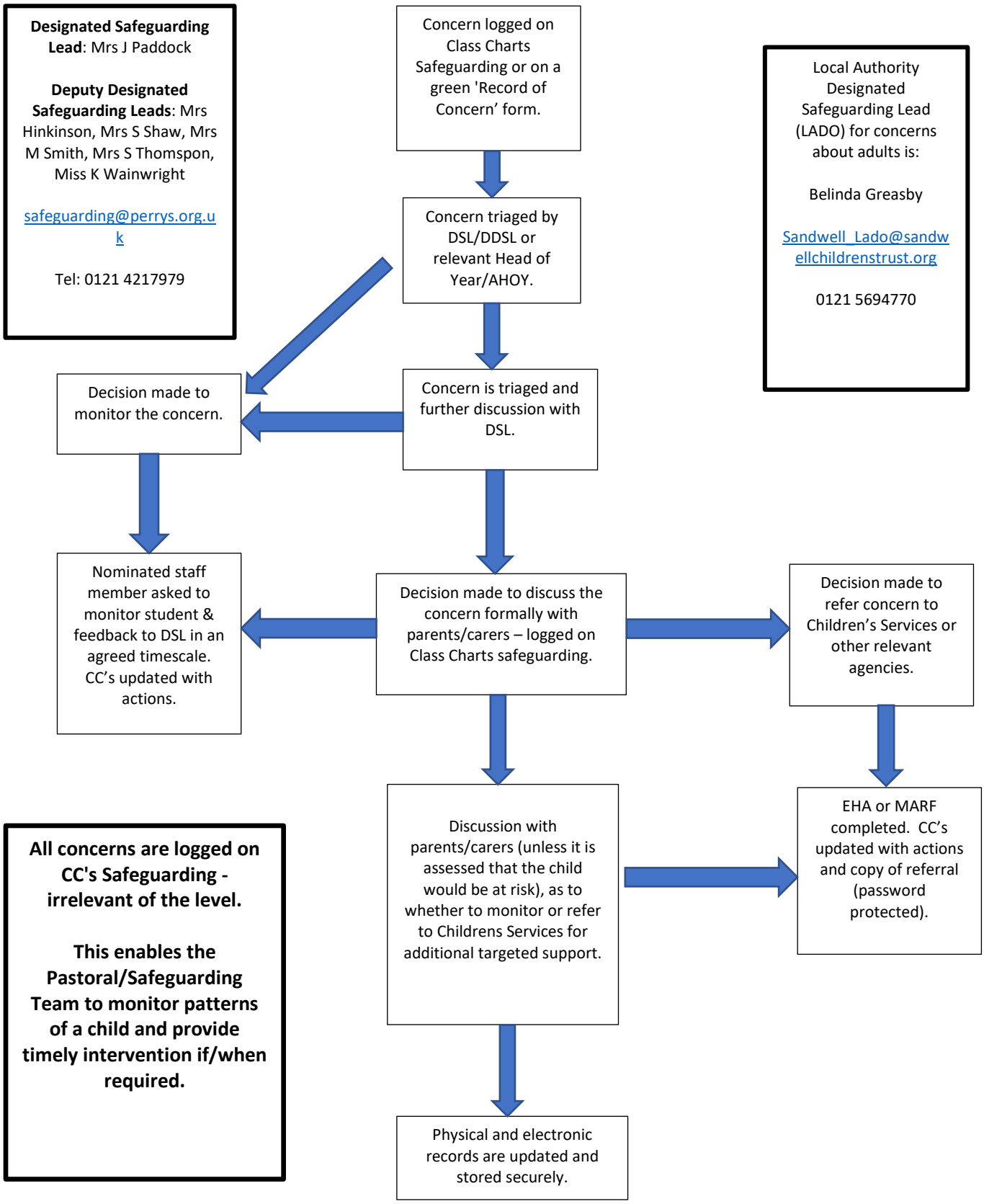
Nothing written in this policy overrides the academy's duties under such legislation.

The Local Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The Headteacher/Head of School will report on safeguarding activity and progress within the academy to the Local Governing Body and Board of Trustees at least annually.

Appendix 1

Raising Safeguarding Concerns about a Child

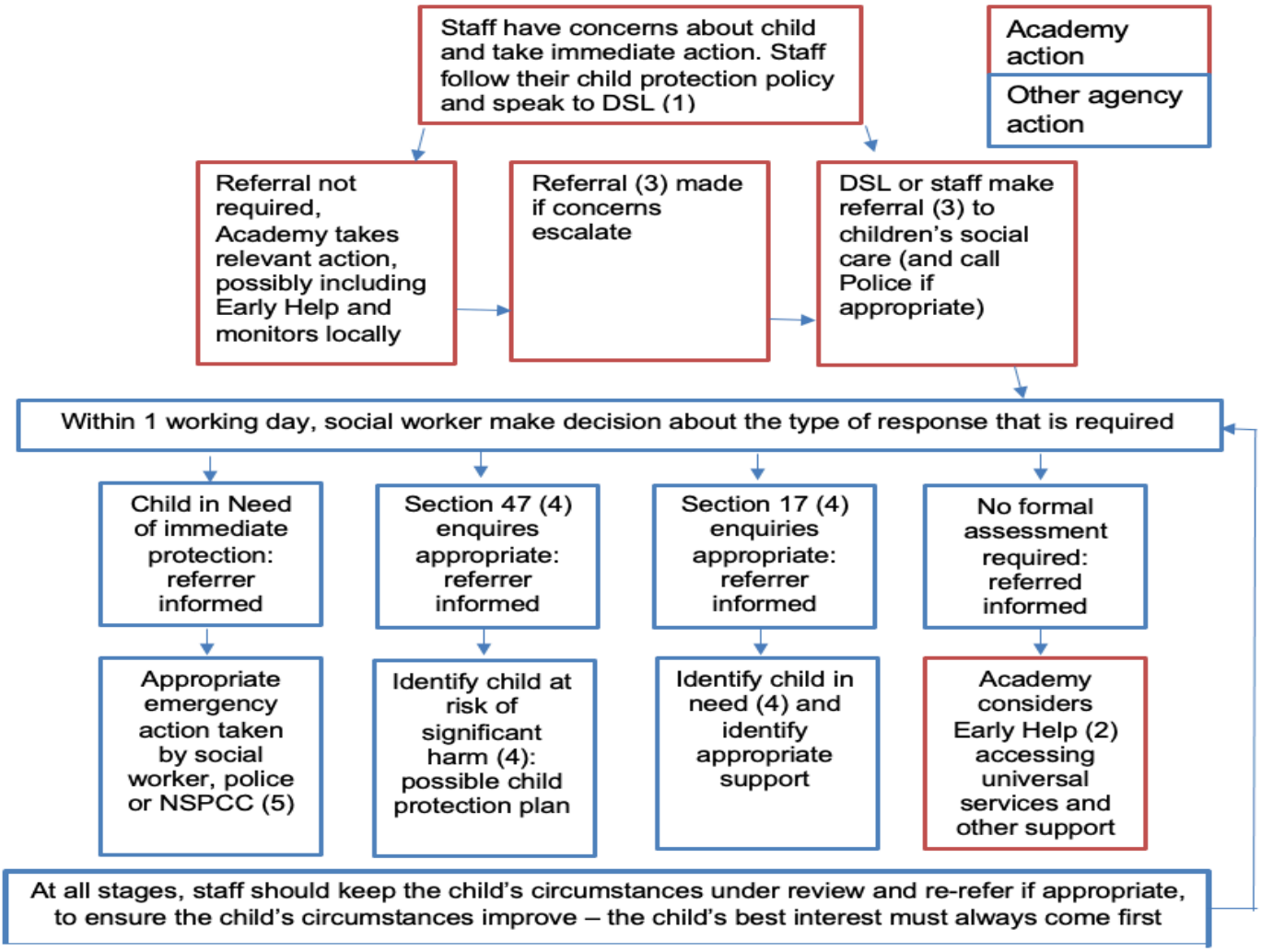


Appendix 2

Referral process for Children's Services

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.

Actions where there are concerns about a child



1. In cases which involve an allegation of abuse against a staff member, see Allegations of Abuse made against Teachers and Other Staff.
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 Sandwell LA referral process.
4. Under the Children Act 1989, LA's are required to provide services for children in need for the purposes of safeguarding and promoting welfare. More information is in chapter one of Working Together to Safeguard Children
5. This could include applying for an Emergency Protection Order (EPO).

Appendix 3

Site Security

All visitors must present at reception and show photographic identification before being able to sign in using the electronic system. Visitors are expected to wear their badges at all times whilst on-site. If staff are expecting visitors, it is their responsibility, along with the academy receptionist to make sure this takes place. All staff are required to wear identification badges at all times. All external doors are locked magnetically at specific times.

The front gate is electronic and will remain open from 8.00am to 9.00am and 3:10pm to 3.45pm. Due to the early finish on Wednesday's, the gate will open 2:10pm to 2:45pm. At all other times, staff and visitors will be expected to either use their magnetic card/fob or use the intercom system. Anyone visiting the site between 9.00am and 3.45pm (2:45pm on a Wednesday) will need to use the intercom system.

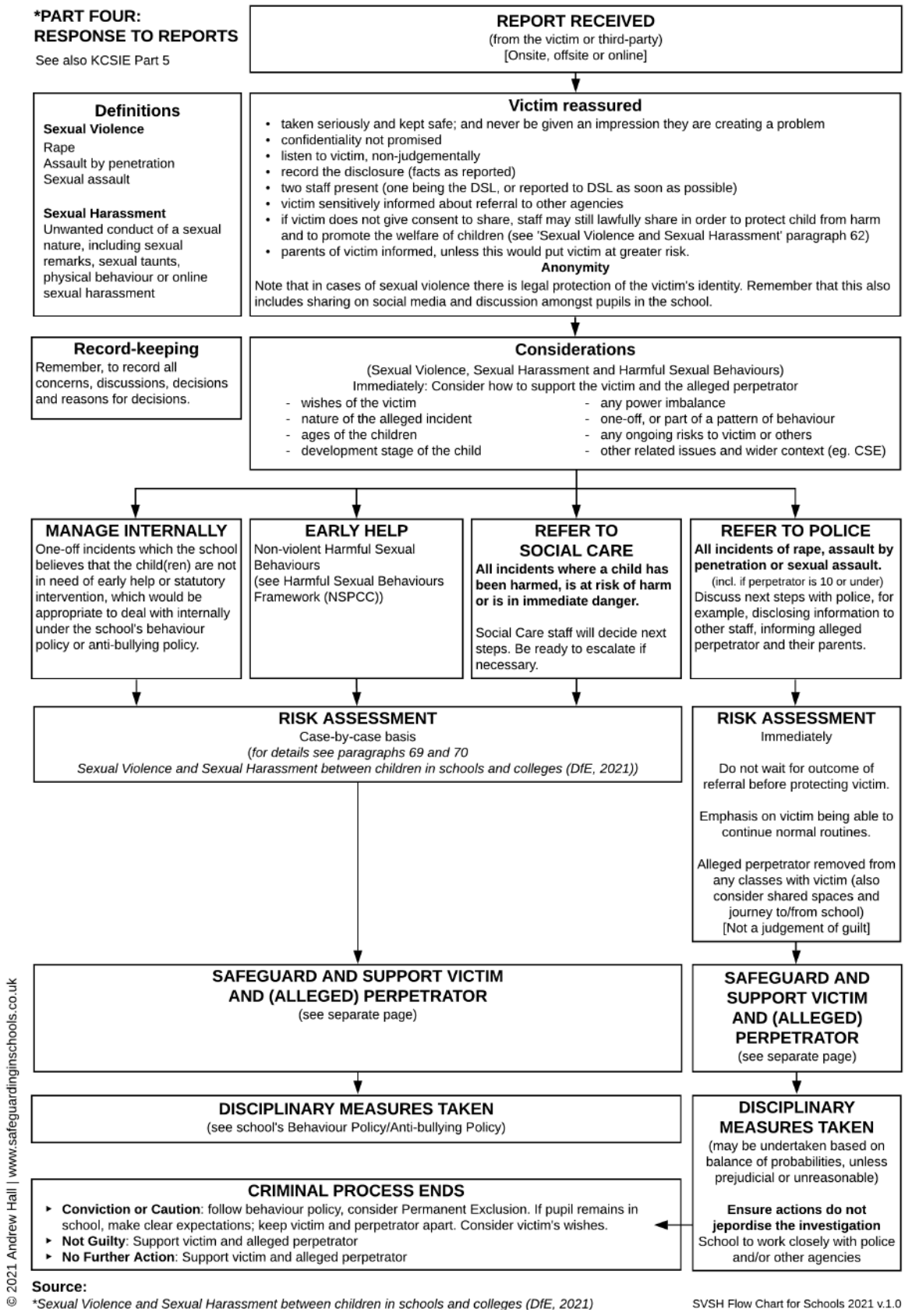
In the event of a major breach of academy's security, which could endanger the health and safety of staff or students, the 'Lockdown procedure' should be followed;

During lessons

- If an intruder is onsite JPK/CHS are to be alerted immediately. JPK/CHS or ICT support will trigger the 'lockdown software' with the alert immediately being displayed on all screens throughout the academy.
- The person who triggers the alert must then call the Emergency Services
- Staff should lock doors immediately & turn the lights off.
- Member of staff then instructs students to quietly and calmly sit under the desks and remain in silence. Once all students are under the desk, staff should also do the same.
- PE staff will be alerted via iPad/phones. They should follow the same protocol if using indoor sports facilities. If outside, staff should lead students to the safest & nearest indoor sports facility or classroom. If lesson is taking place on the top field, staff should escort students to the exit gate on the top field.
- Once the site has been declared as safe, members of SLT will go round the site and indicate the site is safe by blowing whistles. They will proceed to check on rooms in designated area.

Break, Lunch & Changeover of lessons

- Fire Alarm and 'lockdown software' will be used to alert staff & students.
- Staff should make their way to the evacuation point immediately whilst ensuring students are also making their way there.
- With the support of all staff, students will be evacuated out of one of the side gates towards the primary school or woodland area depending on the safest route available.
- If the intruder is outside all magnetic locks will be activated by the site team.
- Students are to go straight home.
- Parents/carers will be alerted via all contact platforms with a request to alert the academy immediately if their child does not arrive home safely.
- If the academy or part of the academy may need to be closed, a meeting between SLT will take place immediately, followed by a meeting with staff.

- The Headteacher/Head of School will contact the Chair of Governors and the CEO of the Trust in order to discuss a response to the security breach.

Appendix 4
Managing a report of Sexual Violence/Sexual Harassment