The Ilfracombe Academy

Part of the Athena Learning Trust

Safeguarding Policy

The Ilfracombe Academy

Review
Reviewed on: 16th November 2023
Reviewed by: Board
Review Period: Annual

It is the responsibility of the governing body and Principal of each school in the Athena Learning Trust and the Board of Trustees and Chief Executive Officer (CEO) for the Trust Shared Service, to adopt a school / service Safeguarding Policy in accordance with the Athena Learning Trust Safeguarding Policy.

This Model Policy complies with the Athena Learning Trust Safeguarding Policy and provides a model for schools / the Trust Shared Service to use and adapt to create their own Policy.

This Model Policy is subject to the Athena Learning Trust Scheme of Delegation; if there is any ambiguity or conflict, then the Scheme of Delegation or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence.

If there is any question or doubt about the interpretation or implementation of this Model Policy, the Athena Learning Trust CEO should be consulted.

● **Approval and review:**

This Model Policy is the responsibility of the Athena Learning Trust CEO.

This Model Policy was approved by the Board of Trustees on: 21 July 2023.

This Model Policy was reviewed and updated to reflect latest DfE guidance and minor changes in terminology by the Athena Learning Trust CEO on: 12 June 2023.

This Model Policy is due for review by: July 2024.

The Ilfracombe Academy
Part of the Athena Learning Trust

Contents

PART A

1.1. Application

This Safeguarding Policy applies to The Ilfracombe Academy, and all governors and staff of the school and visitors to the school must abide by this policy which has been adopted in accordance with, and pursuant to, the Safeguarding Policy of the Athena Learning Trust.

This Safeguarding Policy is subject to the strategic Athena Learning Trust Safeguarding Policy and the Athena Learning Trust Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation and any specific alteration or restriction to the strategic Safeguarding Policy approved by the Board of Trustees takes precedence.

It is the responsibility of the Governing Body and Principal of the school to ensure that their school and its staff and visitors adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Athena Learning Trust Designated Safeguarding Lead (the Athena Learning Trust CEO), the Athena Learning Trust Deputy Designated Safeguarding Lead and/or the Board of Trustees.

If there is any question or doubt about the interpretation or implementation of this Publication Scheme, the Athena Learning Trust CEO should be consulted.

1.2. Approval and review

Maintenance of this Policy is the responsibility of the Principal / School Designated Safeguarding Lead (School DSL): Julia Tilley

This Policy was approved by the Board of Trustees: October 2023

This Policy is due for review by: 16th November 2024

1.3. Terminology

- The Trust means the Athena Learning Trust.

- School means a school within the Athena Learning Trust.

- Principal means the Principal / Head Teacher of the school.

- CEO means the chief executive officer of the Athena Learning Trust.

- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.

- Local Governing Body (LGB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.

- Athena Learning Trust Data Protection Officer (DPO) means Judicium Consulting Ltd.

In this policy references to the trust will be read as including the shared service and all schools in the Athena Learning Trust.

1.4. Responsible Persons

The following are the responsible persons with regard to The Ilfracombe Academy as referred to in this policy.

- The school Designated Safeguarding Lead (DSL):

  Steve Cronin - Deputy Headteacher

  scronin@ilfracombeacademy.org.uk

- The school Deputy Designated Safeguarding Lead(s) (DSL):
  Safeguarding Lead and Senior Teacher DDSL - Julia Tilley
  jtilley@ilfracombeacademy.org.uk

- Safeguarding Administration - Nikki Wheatley
  nwheatley@ilfracombeacademy.org.uk

- Safeguarding & Child Protection lead governor:
  Jan Gatley

- Headteacher:
  Stephen Rogers

- Chair of Governors:
  Richard Annear

- Designated Safeguarding Lead for Athena Learning Trust (Athena Learning Trust DSL):
  The Chief Executive Officer (CEO) of Athena Learning Trust:
  Ben Parnell. Email: bparnell@athenalearningtrust.uk telephone: 07595 494995.

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- Deputy Designated Safeguarding Lead for Athena Learning Trust (Athena Learning Trust Deputy DSL): Matt Thompson: mthompson@athenalearningtrust.uk

- Attendance Officer:
  Jenny Drury
  jdrury@ilfacombeacademy.org.uk

- Designated Teacher for Looked After Children:
  Megan Andrew Senior Teacher Inclusion
  mandrew@ilfracombeacademy.org.uk

- Local Authority
  Devon Local Authority

Anyone who has a safeguarding concern relating to a child at the school or on the school roll, a member of staff, paid or unpaid of the school, a volunteer or contractor at the school, or anyone visiting or using school premises; or relating to an incident that took place at the school, should **report the matter to the School DSL** and it will be dealt with in accordance with the School Safeguarding Policy.

Where the subject of a safeguarding concern is a member of staff of, or volunteer at, the school the School DSL must report the matter to the school Principal, and it will be dealt with under the Trust Staff Disciplinary Policy. The school Principal must inform and take advice from the Athena Learning Trust HR Manager.

Where the subject of a safeguarding concern is a supply teacher at an Athena Learning Trust school the Designated Safeguarding Lead must report the matter to the Principal and to the Designated Officer (LADO) of the school's local authority.

Where the subject of a safeguarding concern is a member of staff of, or volunteer at, the Trust Shared Service the School DSL must report the matter to the Athena Learning Trust CEO, and it will be dealt with under the Trust Staff Disciplinary Policy. The Athena Learning Trust CEO must inform and take advice from the Athena Learning Trust HR Manager.

Where the subject of a safeguarding concern is a member of a Governing Body the School DSL must report the matter to the Athena Learning Trust CEO, and the Athena Learning Trust CEO will inform the Chair of the Board of Trustees and Chair of the Governing Body.

Where the subject of a safeguarding concern is the Principal, the School DSL must report the matter to the Athena Learning Trust CEO and the Athena Learning Trust CEO will inform the Chair of the Governing Body and the Designated Officer (LADO) of the school's local

authority.

Where the subject of a safeguarding concern is a Trustee or non-Trustee member of a Board Committee, the matter must be reported to the Athena Learning Trust CEO who will inform the Chair of the Board of Trustees

If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, the Head teacher must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

1.5.   Associated policies and procedures

The following Trust Policies are directly related to and complement this Trust Safeguarding Policy and procedures:

- Athena Learning Trust Anti Radicalisation Policy.

- Athena Learning Trust Staff Code of Conduct.

- Athena Learning Trust Trust Whistle-blowing Policy.

- Athena Learning Trust HR, Recruitment & Selection and disciplinary policies and procedures.

- Athena Learning Trust Equalities Policy

The following School policies are directly related to and complement this Trust Safeguarding Policy and procedures:

- **The IlfracombeAcademy** Anti-bullying Policy.

- **The IlfracombeAcademy** Attendance Policy.

- **The IlfracombeAcademy** Accessibility Plan.

PART B

1. **Introduction - "The welfare of the Child is paramount"**

At The IlfracombeAcademy, the safety and welfare of our pupils is of the highest importance. Because of the day-to-day contact with students, our staff are well placed to observe the outward signs of abuse. We have worked hard to ensure that there is a culture of vigilance within the school and that all adults working in the school know that they must protect students from harm and abuse and be aware that any pupil may be at risk of harm or abuse. Safeguarding is everyone's responsibility; we all have a duty to safeguard and promote the welfare of our students (*those under 18 years of age*) under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our safeguarding policy, we have policies to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, and equality. We also ensure that issues of safeguarding and child protection are raised with students and they are taught how to protect themselves from risks (including online) through the **Personal, Social and Health Education (PSHE) curriculum and Relationship Education (for all primary pupils) or Relationships and Sex Education (for all secondary pupils).** Our policy applies to all staff, paid and unpaid, contractors, trustees, school governors and volunteers and others using or visiting the school 1.4, and references to 'staff' in this policy apply to all of these persons unless explicitly qualified.

There are a number of elements to our policy:

- Ensuring Safer Recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Ensuring that a system is in place to protect our students from mistreatment;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which students feel secure, are able to learn and are encouraged to talk freely about anything that concerns them;
- Establishing a culture of listening to and respecting our students;

- Ensuring students know there are adults in the school who they can approach if they are worried about anything;

- Including opportunities in the PSHE curriculum to develop and equip students with the skills needed to recognise risks and stay safe from abuse;

- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;

- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and

- Ensuring staff follow accepted "safe practice" principles when working with students.

If there are safeguarding concerns **Devon Local Authority** child protection procedures must be followed. Where a child is suffering or is likely to suffer from harm, a referral **toDevon Local Authority** children's social care (and, if appropriate, the police) is made immediately. The **Devon Local Authority** Local three Safeguarding Partners will have adopted these procedures. This policy and procedure also accords with:

- "Keeping Children Safe in Education" *(DfE guidance September 2023).*
- "Working Together to Safeguard Children" (*HM Government, July 2018*).
- "What to do if you're worried a child is being abused Advice for practitioners" (*DfE guidance March 2015).*
- "Mental health and behaviour in schools" *(DfE guidance November 2018).*

If lower level concerns or needs (i.e. not child protection) are identified about a particular student, the**Devon Local Authority** Early Help procedure should be followed, including the completion of an EHAT as an assessment tool to decide on the best way forward for the child and their family.

1.1.

1.2. Safe Practice

The Ilfracombe Academy's safeguarding practices have been put into place to ensure that our students are safe.

All Staff and visitors to the school:

- Have a duty to report any concerns they have about the well-being of children to the Designated Officer;
- Are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motives or intentions;
- Should work in an open and transparent way;
- Are required to discuss or take advice from school management on any incident which may give rise for concern.

All visitors to the site fall into two categories; those who have the appropriate DBS clearance and those who do not.

If you are a visitor to the School:

- and have provided evidence of the appropriate DBS clearance and identity check you may, after registering at the main reception, be able to go about your school business unaccompanied, wearing a green lanyard;
- and do not hold the appropriate DBS clearance, then the person you are visiting will need to arrange for you to be accompanied throughout your visit and at no time left alone after registering at the main reception. These visitors will wear an orange lanyard to identify them as visitors who are not to be unaccompanied.

The only exception to this will be after school hours when there are no students on site and during the school holidays, when non-DBS clearance contractors may be permitted to access the site unhindered.

1.3. Partnerships with Parents

The Ilfracombe Academy's purpose is to educate and help students keep safe from harm and to have their welfare as our priority.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information with anyone unless we have permission or it is necessary to do so in order to protect the child.

The Ilfracombe Academy will share with their parents any concerns we may have about their child unless to do so may place a child at risk of harm.

1.4. Partnership with Others

The Ilfracombe Academy recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all students.

1.5. Recruitment, selection, training and supervision of staff and volunteers

In our recruitment and selection of staff and volunteers we will at all times adhere to Athena Learning Trust Recruitment and Selection policies and procedures, and to the appropriate guidance which followed the Bichard Enquiry Report *(Keeping Children Safe in Education, Sept 2020).*

In particular, we will ensure that our interview panellists are appropriately trained in Safer Recruitment practices, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service checks are conducted. As part of the shortlisting process an online search will be conducted as part of the due diligence on shortlisted candidates.

The single central record for the school will detail the date and outcome of the DBS status for all staff to provide assurance that this has been carried out.

The Principal must ensure that anyone hiring the school premises for non-school activities has appropriate Safeguarding in place, regardless of whether or not the children are on the school roll.

As part of the shortlisting process the school may carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

1.6. School Training & Staff Induction

The Ilfracombe Academy's Designated Safeguarding Lead and any deputies will undertake the necessary training to keep fully informed of current legislation and requirements with regard to child protection and, in particular, will undertake on-going designated officer

training by attending the **Devon local Authority** Designated Officers forum which is held half-termly.

All other school staff, including non-teaching staff, will undertake appropriate induction training (including online safety) in their first term at The Ilfracombe Academy and then will have further training (including online safety) as and when necessary, but at least annually.

All staff are provided with the school's Safeguarding Policy and informed of the school's Safeguarding arrangements, including information about identifying abuse and who to refer this to.

All staff are required to abide by the Athena Learning Trust Staff Code of Conduct.

1.7. General Guidance

As a member of staff in school (paid or unpaid) we should follow the DfE guidance on appropriate behaviour.

- Set clear standards of appropriate safe behaviour;
- Adopt safer recruitment procedures;
- Protect students from discrimination and avoidable harm;
- Treat students with respect and dignity;
- Protect students from sexual, physical and emotional harm.

If any member of staff has any concerns regarding the treatment of any student in or outside school, they have a duty of care to report it to the appropriate member of staff. It may be possible at some time that they may have a concern regarding a colleague in school; again they have a duty of care to report this to the Principal.

See also the Athena Learning Trust Whistleblowing Policy.

2.   Online Safety and computer use

2.1.   Internet use

Some children are at greater risk of harm than others, both online and offline. At The Ilfracombe Academy, we believe that the use of the Internet is integral to education, business and social interaction. Internet use is part of the statutory curriculum and a necessary tool for learning. The school has a duty to provide students with quality Internet

access as part of their learning experience and Internet access will be designed to enhance and extend education.

Students use the Internet widely, both within and outside school, and need to learn how to evaluate Internet information and to take care of their own safety and security.

At The Ilfracombe Academy students are safeguarded from potentially harmful and inappropriate online material. There is always clear guidance in lessons about which applications should be used by students and children are taught about online safety in RSHE as part of the curriculum. Staff should guide students to on-line activities that will support the learning outcomes planned for the students' age and maturity. Students will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation. Students will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Staff and students will be aware of the four areas of online risk and more information can be found in "Teaching online safety in school" *(DfE guidance June 2019)*:

- **content -** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact -** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **conduct -** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nude and semi-nude and/or pornography, sharing other explicit images and online bullying; and

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school will maintain a current record of all staff and students who are granted access to the school's electronic communications. Parents and students will be asked to sign and return a consent form for pupil access as part of the Home School Agreement whereby they also agree to abide by the school rules with regard to online safety and appropriate Internet usage.

When staff and students leave the school, their account and rights to specific school areas will be disabled.

2.2.   Security of information systems

Virus protection will be updated regularly. The security of the school information systems and users will be reviewed regularly as well as system capacity. Data will be backed up daily and regular archives taken and stored off-site.

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998, and the UK General Data Protection Regulation (UK GDPR) and the Athena Learning Trust Data Protection Policy and related Procedures.

2.3.   Filtering and monitoring systems

Online safety and the school's approach to it is reflected in the online safety policy which includes how the school ensures appropriate filtering and monitoring on school devices and school networks.

The Ilfracombe Academy will follow the advice of the Athena Learning Trust Head of IT to ensure that systems to protect students continue to be reviewed and improved where necessary. If staff or students discover unsuitable sites, the URL must be reported to The Network Manager.

Any material that the school believes is illegal must be reported to appropriate agencies such as the Internet Watch Foundation or the Child Exploitation and Online Protection Centre. The school's broadband access will include filtering appropriate to the age and maturity of students.

At The Ilfracombe Academy, we have software in place at school to minimise access and highlight any person accessing inappropriate sites or information – We **use Palo Alto Firewall and Filtering system , Microsoft End point and Impero Software** which filters and controls Internet access. There is a system whereby key words trigger an email alert which is sent to the Safeguarding Designate,. The key word list is updated regularly in response to new technologies and new world threats, in line with the PREVENT strategy. This system covers all computers in the school, including staff computers.

The school will take all reasonable precautions to ensure that users access only appropriate material. However, it is not possible to guarantee that access to unsuitable material will

never occur via a school computer. Neither the school nor the Trust can accept liability for the material accessed, or any consequences resulting from Internet use.

As we increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we will ensure appropriate filters and appropriate monitoring systems are in place and are reviewed regularly.

The Local Governing Body and the Principal should ensure that **all** staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.

2.4.   Email

Students may only use approved email accounts in school –. Students must immediately tell a teacher if they receive an offensive email.

Students will be instructed that they must not reveal personal details about themselves or others in email communications, or arrange to meet anyone without specific permission from an adult.

Emails sent by staff to external organisations should be checked carefully before sending, in the same way as a letter written on school headed paper. Staff should only use school email accounts as approved by the Senior Leadership Team to communicate with students.

Use of inappropriate language in an email will be flagged up through our monitoring system and will result in the account being disabled and the information sent to the Principal and the Network Manager who will evaluate an appropriate response.

2.5.   Social networking, social media and personal publishing

The school will block/filter access to social networking sites unless required for educational purposes. At The Ilfracombe Academy students are not permitted to use their mobile technology on the school site.

Exceptions for Sixth form students where they can join the 'TIA Student' network for educational purposes which uses the same filter systems as the other IT equipment in school.

As part of the RSHE Curriculum students will be advised:
- o never to give out personal details of any kind which may identify them. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends, specific interests and clubs etc.
- o not to place personal photos on any social network space. They will be taught how public the information is and to consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.

If a student chooses to distribute images of other students which could be deemed inappropriate, they will be subject to appropriate sanctions. Should any photographs be distributed which are obscene or pornographic in nature, then the school will refer the case to the police and/or Social Services in addition to imposing appropriate sanctions (*see section 3.2 which includes information on consensual and non-consensual sharing of nude and semi-nude images and/or videos).*

Students should not use social networking (for example Twitter, Facebook,) to make inappropriate or defamatory comments about members of staff. Should this happen, then appropriate sanctions will be applied.

Students will be encouraged to invite known friends only and deny access to others.

Staff should not use social networks to discuss other members of staff or students. It would be considered an act of gross professional misconduct, should a member of staff use a social networking site to bring the school into disrepute.

Staff should not accept friend invites or communications from students on social networking sites. It will be considered a disciplinary matter if staff befriend students or are not proactive in ensuring that the security of their online social networking sites is at the highest level.

Staff are forbidden from including students in friendship groups on social networking sites as this can potentially lead to a professionally compromising situation *(see section 15 of the Athena Learning Trust Staff Code of Conduct).*

The Ilfracombe Academy

Twitter do's and don'ts – guidance on Twitter Accounts for staff

Do's	Don'ts
Have the school "swoosh" as your Twitter icon	Tweets must not contain a student's full name (please use forename only)
Keep the language professional	Photos of students should not be tweeted. You could put on photos of trophies, places you're visiting certificates, examples of students' work, etc.
Use it to promote extra-curricular activities and to congratulate students	Don't forget this is in the public domain and anyone can see it.
Use it as a reminder of events within your department	Do not 'follow' students back on their Twitter accounts.
Follow similar and relevant Twitter accounts	
Embed your Twitter feed onto your website	

2.6. Published content, Online platform, photographs and videos

The Principal will take overall editorial responsibility for all published material and ensure that content is accurate and appropriate. The contact details on the website should be the school address, email and telephone number.

Staff or students' personal information must not be published in line with the Athena Learning Trust Data Protection Policy.

Written permission from parents or carers will be obtained before images and videos of students are electronically published. This is in the form of opt-in consent when a student first joins in Year 7.

Images that include students will be selected carefully and will not include images of students if their parents or carers have not given their permission to do so.

Students' full names will not be used anywhere on the website.

All video conferencing equipment in the classroom must be switched off when not in use and not set to auto answer.

Video technology is sometimes used in the classroom to record lessons. The focus of this is to assist teacher development and the footage will only be used within the school and not distributed.

CCTV is installed on-site for security purposes and is used to assist with crime prevention and detection and disciplinary matters.

Usage of and access to CCTV images is restricted and only permitted in accordance with the Athena Learning Trust CCTV Usage Procedure.

2.7.   Cyberbullying

Cyberbullying, as with any form of bullying, will not be tolerated in The Ilfracombe Academy. Full details are set out in the school's Anti-Bullying policy.

There are clear procedures in place to:
- o   support anyone affected by cyberbullying;
- o   investigate incidents or allegations of cyberbullying. Students, staff and parents/carers will be advised to keep a record of the bullying as evidence.

2.8.   Introducing the policy to students, staff and parents

All users will be informed that network and Internet use will be monitored. Safe and responsible use of the Internet and technology will be reinforced across the curriculum. Particular attention will be given where students are considered to be vulnerable.

The Safeguarding policy will be formally provided to and discussed with all members of staff. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. Staff training in safe and responsible Internet use, both professionally and personally, will be provided through Safeguarding training.

Parents' attention will be drawn to the School online safety approach in newsletters, the school prospectus and on the school website. A partnership approach with parents will be encouraged. This will include an annual invitation for parents to attend an evening about

safe home Internet use and guidance in line with the government's PREVENT strategy.

2.9.   Remote Learning

Where The Ilfracombe Academy staff are interacting online with children outside school they will follow the appropriate Athena Learning Trust and school safeguarding policies and procedures and the Athena Learning Trust Staff Code of Conduct. We will follow the "Schools COVID-19 operational guidance (applies until Step 4)" *(DfE guidance July 2021).*

The Ilfracombe Academy staff will make sure that parents/carers: are aware of the potential risks and the importance of staying safe online; know what the school is asking children to do online and who they will be interacting with from the school; and know where else they can go for support in keeping their child safe online.

The Principal will ensure that any use of online learning tools and systems is in line with privacy and data protection and GDPR requirements.

Group lessons and use of pre-recorded videos are acceptable, but must comply with the following criteria:
- Pre-recorded videos should be sent to groups only, no one-to-ones.
- Staff must wear suitable clothing.
- Any computers used should be in appropriate areas, for example not in bedrooms.
- Pre-recorded videos should be kept to a reasonable length of time.
- Language must be professional and appropriate.
- Staff must only use platforms provided by Athena Learning Trust to communicate with pupils.
- Staff must record the length, time, date and attendance of any sessions held.

3.   Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is defined as:

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Definition of abuse

An abused child is a boy or girl under 18 years of age who has suffered from, or is believed to be at significant risk of, physical injury, neglect, emotional abuse or sexual abuse.

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

Working Together to Safeguard Children *(July 2018)* set out definitions and examples of the four broad categories of abuse which are used for the purposes of registration:

- Physical abuse;
- Emotional abuse;
- Sexual Abuse;
- Neglect.

These categories overlap, and an abused child does frequently suffer more than one form of abuse. *(see Appendix A for further information about abuse types).*

The definition above may be said to assume the guilt of the accused. At the point of allegation, however, guilt has not been established and it is important therefore to be careful to be supportive of all parties involved. Having said this, it is made clear in the documentation that our first priority is the following: **'The protection of the child must take precedence over the rights of the parents, and the welfare of the child must be the paramount concern'.**

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

Everyone working with students needs to be familiar with local procedures and protocols for safeguarding their welfare. Adults have a duty to report any child protection or welfare concerns to a designated member of staff. In the case of a child protection issue they should contact the Designated Safeguarding Lead, and for general welfare concerns they should contact the Heads of Year or Pastoral Coordinators. If they have any doubts, then they should speak to the Designated Officer for clarification.

All staff should be able to reassure victims 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.

Where there is a safeguarding concern, the Principal and DSL should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

See Appendix B for information about the key staff and signs of the different types of abuse.

3.2. Emerging issues – FGM, Honour-based abuse, Child-on-child abuse, Contextual Safeguarding, CCE, CSE, County Lines, consensual and non-consensual sharing of nude and semi-nude images and/or videos, Domestic Abuse, Upskirting and mental health

Staff will be kept updated through staff meeting/briefings on any emerging issues, for example: Anti-Radicalisation, Female Genital Mutilation, Child Sexual Exploitation, Honour-related abuse and Forced Marriage.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Radicalisation

The Athena Learning Trust Anti-Radicalisation Policy gives further information on this area, however, if anyone has concerns that an individual child or young person may be at risk of radicalisation towards violent extremism and terrorism they should refer the matter to the appropriate person in accordance with this policy and procedures. 'Radicalisation' is defined as the act or process by which an individual is persuaded to make fundamental changes to their beliefs, so that they come to favour violent extremism or terrorism to achieve fundamental changes in political, economic or social conditions, institutions or habits of the mind.

The following observable indicators are manifestations of possible radicalisation toward violent extremism and terrorism. Each indicator is just that—it indicates that a person may be radicalising toward violent extremism; it does not automatically deem them radical and/or a threat.

Key indicators are:

- Change in physical appearance and/or attire
- Disconnecting from previous friendship groups
- Active promotion of an extremist ideology
- Seeking to impose radical or extreme views on others
- Association with known extremist groups

Secondary indicators include:

- Increased incidents of verbal abuse / prejudicial language
- Conflict with peers

- Self-identified feelings of isolation
- Accessing inappropriate material on the internet

In schools these will often be manifested in:

- Attitude to authority
- Demotivation about learning
- Changes in friendship groups
- Seeking support / mental health issues
- Damage to property
- Breakdown in parent-student relationship

Female Genital Mutilation

Female genital mutilation 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:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- 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 school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;

- reluctance to undergo normal 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 Ilfracombe Academy staff follow the Mandatory Reporting of Female Genital Mutilation:

Where a professional, who is subject to the mandatory reporting duty, has either been told by a girl that she has had FGM performed on her or has observed a physical sign appearing to show that a girl has had FGM, s/he should personally report the matter to the police by calling 101.

The Ilfracombe Academy staff will also report the matter to the Designated Safeguarding Lead within school.

Honour-based abuse (including Female Genital Mutilation and Forced Marriage).

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

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.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Breast Ironing

Keeping Children Safe in Education (2023) mentions Breast Ironing under so-called 'Honour-based Violence'. Breast Ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further.

Child-on-child abuse

All staff should recognise that children are capable of abusing their peers (including online) and that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but is not limited to: bullying (including cyberbullying), sexual harassment and sexual abuse, gender-based violence/sexual assaults and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Child-on-child abuse can happen both inside and outside of school, and online.

At The Ilfracombe Academy sexual harassment and sexual abuse are not tolerated. Abuse is abuse and should never be passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. At The Ilfracombe Academy we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All staff understand the importance of challenging inappropriate behaviours between peers. Different gender issues can be prevalent when dealing with child-on-child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence. It is more likely that girls will be victims and boys will be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

Other forms of child-on-child abuse are:

- sexual violence such as rape, assault by penetration and sexual assault (including any online element that facilitates or threatens and/or encourages sexual violence).
- Harmful Sexual Behaviours (HSB) 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.
- 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 (again this may include an online element which facilitates, threatens and/or encourages physical abuse).

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).

- initiation/hazing-type violence and rituals (this may include an online element).

At The Ilfracombe Academy, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil when some of the following features are found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;

- is of a serious nature, possibly including a criminal offence *(see Appendix D for what constitutes a criminal offence)*;

- raises risk factors for other pupils in the school;

- indicates that other pupils may have been affected by this student;

- indicates that young people outside the school may be affected by this student.

Any child experiencing child-on-child abuse should report the abuse to a member of staff, and that member of staff will report the concern to the DSL. Children can also report child-on-child abuse using the online reporting system found on every school computer. We will support the victims of child-on-child abuse by thoroughly investigating the allegation and liaising with - or even referring the investigation to – our linked police officer. All allegations of child-on-child abuse will be recorded on CPOMS/MyConcern. We will make a final decision about how to act on a case-by-case basis, and will follow our procedures stated within the Behaviour policy. The risk assessment resulting from a report of sexual violence or harassment will consider the time and location of the incident and any action required to make the location safer. We will also consider the importance of any necessary support for siblings following incidents.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, 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. Anyone of any gender can be a victim. It is now a criminal offence (Voyeurism Act 2019).

Child Criminal Exploitation (CCE), County Lines and Child Sexual Exploitation (CSE)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments

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

The experience of girls who are criminally exploited can be very different to that of boys. Staff 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.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation (CCE): County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting. Like other forms of abuse and exploitation, county lines exploitation:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. CSE does not

always involve physical contact; it can also occur through the use of technology. It may include non-contact 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).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group (can be male or female, children or adults) takes advantage of an imbalance of power (power can be due to age, gender, cognitive ability, physical strength, status, economic recourses or sexual identity) to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It may occur without the child or young person's immediate knowledge e.g. through others copying videos or images they have created and posted on social media. Child sexual exploitation can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

Staff should be aware of the key indicators of children being sexually exploited, which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

There are three main types of child sexual exploitation:

Inappropriate relationships:
Usually involves just one abuser who has inappropriate power – 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/Girlfriend:
Abuser grooms their victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops, but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:
Victims are trafficked through criminal networks – often between towns and cities – and 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.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos
(also known as sexting or youth produced sexual imagery).

Sharing nude and semi-nude images and/or videos is the act of sharing indecent images, often of oneself, to someone else through electronic means. It is a criminal offence to share indecent images of children. We recognise the increase in both the capability of young people to send indecent images through the use of mobile devices and also of the prevalence of such cases and often, the school is the first agency to have their awareness raised of such an incident having occurred.

At The Ilfracombe Academy, we take the sharing of nude and semi-nude images very seriously and respond by:
- Ensuring that the topic is covered during RSHE and also in assemblies to try to prevent or reduce occurrences;
- Confiscating any mobile devices which we suspect may contain indecent images of young people – we try not to view images, as far as reasonably practical, and ensure their deletion once the police have concluded their enquiries;
- Liaising closely with our linked police officer and the parents or carers whenever an offence takes place, although we work to ensure that the young person is not criminalised, wherever possible;
- Working quickly to try and identify whether the image has spread further to try to prevent the image being made available on the internet;

- Ensuring we liaise swiftly with other schools in the event that the image has gone further, or if the sharing of nude and semi-nude images is between students from different schools.

Should repeat offences occur then, in liaison with the police, we will make a joint decision about what action to take, which might include the young person being asked to visit the police station with their parents in order to have a discussion about the incidents. We would never take this decision lightly, but would use it as an opportunity for the young person to realise the seriousness of their behaviour to try to prevent a recurrence in the future.

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.

It should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

There are certain risk factors which increase the likelihood of involvement in 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. Staff need to be aware of these risk factors.

Domestic abuse

The 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.

The Ilfracombe Academy

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Mental Health

All staff should also 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. Staff need to be aware that there may be a link between mental health problems and safeguarding issues.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, they should report this to the Designated Safeguarding Lead immediately. More information can be found in "Mental health and behaviour in schools" (DfE guidance November 2018).

3.3.   Designated staff responsible for Safeguarding

The Designated Safeguarding Lead is responsible for child protection and safeguarding issues. Any member of staff concerned about a student should tell the Designated Safeguarding Lead immediately. If the Designated Safeguarding Lead is unavailable, you should speak to the deputy Designated Safeguarding Lead (s) / another member of the Safeguarding Team. We will ensure that our DSL and Deputy DSL(s) are given enough time to support staff and pupils with new safeguarding and welfare concerns and handle referrals to children's social care and other agencies where appropriate following the advice in the "Schools COVID-19 operational guidance (applies until Step 4)" *(DfE guidance July 2021).*

The Designated Safeguarding Lead has a responsibility to:

- liaise with the nominated governor, the **Devon local Authority** *C*hildren, Young People and Learning Services, Police and other agencies on individual child protection cases;
- understand the role of an Appropriate Adult if police are investigating an incident at school;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;

- complete a MASH form for referrals and submit it to the MASH team (Multi-Agency Safeguarding Hub);
- co-ordinate action within the school on child protection issues;
- Ensure that Relationships and Sex Education is part of the curriculum;
- discuss individual cases with staff on a "need to know basis" to protect children's' right to confidentiality;
- know which children have a social worker or need a social worker, hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children;
- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff (e.g. class teacher or year head), represent the school at child protection meetings and be a member of a "Core Group" if required;
- ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and DfE (*previously DfES*) guidance;
- raise awareness about child protection on an ongoing basis;
- together with the Principal and Devon Local Authority child protection training officer, arrange child protection training for *all* (i.e. including ancillary) staff on an annual basis (and, for new staff commencing work between whole school training sessions or absent for such sessions, arrange attendance at induction sessions);
- ensure that the Designated Safeguarding Lead and the Safeguarding Team receive update training on a regular basis; and
- attend the **Devon Local Authority** Child Protection Designated Teacher network at least once each half term;
- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and this should be explicit in the role holder's job description.

AtThe Ilfracombe Academy, we have a team of X members of staff, as listed, who all carry responsibilities for Safeguarding. Cases of students who are at Child in Need or Child Protection level are shared out among the team. Continuity is created by, wherever possible, ensuring it is the same member of staff from the school who attends the meetings and liaises with other professionals.

3.4.   The Role of Individual Staff

Everyone in the school must be alert to the possibility that any student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures. Concern about a student must be discussed with

the Designated Safeguarding Lead immediately so that, if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed. It is important that all staff understand the process and procedures to follow if they have a safeguarding concern.

Members of staff should not investigate child protection concerns. This is done by Children's Social Services or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

3.5.   The Role of the Governing Body

The Ilfracombe Academy's governing body will designate a lead governor for Safeguarding and Child Protection. The lead governor will monitor the school's safeguarding policy and procedures, liaise with the Designated Safeguarding Lead and report to the governing body.

The governing body is responsible for ensuring that the school's safeguarding policy and procedures are effective and up-to-date. The governing body must receive an annual report on safeguarding and in addition should receive regular reports from the Designated Safeguarding Lead and lead governor.

All governors should receive appropriate safeguarding and child protection training at induction (including online training) that will equip them with the knowledge to provide strategic challenge to assure themselves that the safeguarding policies and procedures in place in the schools are effective.

3.6.   Confidentiality of records

The Ilfracombe Academy's students and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is available only to those who need to know it. Parents and, where appropriate, students should be told that their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must <u>not</u> be subject to open discussion in the staff room or elsewhere in the school.

Members of staff must not promise to students to keep "secrets" (*see procedure in Appendix C*).

All personal information will be handled in accordance with the Athena Learning Trust Data Protection Policy.

3.7. Working With Children

The Ilfracombe Academy recognises that young people who are abused, neglected or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn. The Ilfracombe Academy will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school – the school will ensure the student knows that some behaviour is unacceptable but that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as social services, the child and adolescent mental health service, the education welfare service and the educational psychology service;
- ensuring that, where a student with a child protection plan leaves the school, their information and child protection file is transferred to any new school immediately, and that the social worker is informed, and that there is a clear process for doing this.

3.8. Designated Safeguarding Lead action

Contact with the family

Contact with the family should be discussed with the school's Designated Safeguarding Lead, who may consult the Children and Family Social Work Service, or the Attendance Officer or School nurse.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the parent or carer should be informed and the matter must be referred to Children's Social Care.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There will probably have been discussions between school staff and the family about sources of help (e.g. Children's Social Care) but, if the concerns persist, the

Designated Safeguarding Lead will need to refer to Social Services, and will normally advise the family of this.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent needs of the student;

- The Assessment Framework *(see Appendix E)*;

- Making an enquiry to find out if the student is known to Social Services;

- Discussing the matter with other relevant agencies, if approved;

- The student's wishes.

The DSL will then decide:

- Whenever possible to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation or place a member of staff or others at risk;
- Whether to make a child protection referral at this stage or call a Team Around the Child meeting or Professional Meeting to consider appropriate support or action.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek <u>immediate advice</u> from the MASH team <u>before</u> discussing this with the family.

Action following a Child Protection/Safeguarding Referral

The Designated Safeguarding Lead / member of the Safeguarding team will:

- Make regular contact with the Social Worker involved and stay informed.
- Contribute to a strategy discussion.
- Provide a report, attend and contribute to any subsequent child protection meeting.
- If a child or children are made subject to a child protection plan, contribute to the plan, attend Core Group meetings and review the student's progress at the Child Protection Conference.
- Where possible, share all the reports with parents prior to the meeting.

Recording

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- All concerns, discussions, decisions made, and the reasons for those decisions relating to child welfare concerns will be kept on an online management system (CPOMS) which is secure and all information is kept in a chronological order.
- Information from records will only be used on a "need to know" basis;
- Staff will need to know when a student is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the student's welfare;
- Records relating to the student's welfare will remain on the student's file as long as the student is a pupil at the school;
- When the student leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current;
- Records are kept archived until the child's 25th birthday, and then destroyed.

3.9. Concern about a member of staff, volunteer or governor

It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member, volunteer or governor.

- Where the subject of a safeguarding concern is a member of staff of or volunteer at the school, the School Designated Safeguarding Lead must report the matter to the school Principal, and it will be dealt with under the Trust Staff Disciplinary Policy. The school Principal must inform and take advice from the Athena Learning Trust Head of HR.

- Where the subject of a safeguarding concern is a member of staff of or volunteer at the Trust Shared Service, the School Designated Safeguarding Lead must report the matter to the Athena Learning Trust CEO, and it will be dealt with under the Trust Staff Disciplinary Policy. The Athena Learning Trust CEO must inform and take advice from the Athena Learning Trust Head of HR.

- Where the subject of a safeguarding concern is a supply teacher, the Designated Safeguarding Lead must report the matter to the Principal and to the Designated Officer (LADO) of the school's local authority.

- Where the subject of a safeguarding concern is a member of a Local Governing Body, the School Designated Safeguarding Lead must report the matter to the Athena Learning Trust CEO, and the Athena Learning Trust CEO will inform the Chair of the Local Governing Body and the Chair of the Board of Trustees.

- Where the subject of a safeguarding concern is the Principal, the School Designated Safeguarding Lead must report the matter to the Athena Learning Trust CEO, and the Athena Learning Trust CEO will inform the Chair of the Local Governing Body and the appropriate **Devon Local Authority** Designated Officer.

- Where the subject of a safeguarding concern is a Trustee, the School Designated Safeguarding Lead must inform the Athena Learning Trust CEO, and the Athena Learning Trust CEO will inform the Chair of the Board of Trustees.

It is the responsibility of the Designated Safeguarding Lead, Principal or Chair of the Local Governing Body to always consult with the Designated Officer (LADO) of the school's local authority.;

- following consultation, the Principal will decide on appropriate action:
  o   immediate referral to the MASH; and/or
  o   consideration of disciplinary proceedings
- it is important to bear in mind that, although the concern may relate to an individual student, other students may also be at risk;

- the procedures in Keeping Children Safe in Education (DfE, Sept 2023) and the **Devon Local Authority** Local threeSafeguarding Partners procedure will be followed in such cases;
- Where appropriate, consideration will be given to the referral of a member of staff to the Secretary of State to consider inclusion of their name on the Vetting and Barring list (list of people prohibited from working with children in an education setting).

3.10.   Alternative Provision

When a child is placed with an alternative provision provider, written information will be obtained from the alternative provider that all the appropriate safeguarding checks have been carried out on individuals who work in the establishment.

3.11.   Extra-curricular providers

The Ilfracombe Academy may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). On receipt of such an allegation, the school will follow this safeguarding policy, including informing the LADO.

3.12.   Children staying with host families (homestay)

The Ilfracombe Academy will seek the consent of host families to carry out checks with the appropriate **Devon local Authority** to ensure suitability. In the event that a host family has been the subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

The Ilfracombe Academy will take reasonable steps to ensure that a comparable approach is taken by our companion schools abroad.

3.13.   Requests for assistance by other agencies

- School staff have a legal duty to assist **Devon local Authority** Children's Social Services or the Police when they are making enquiries about the welfare of students;

- information about a student must therefore be shared on a "need to know" basis with other agencies;
- when telephone requests for information are received, ***always*** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number ***before*** giving information or confirming the student is on the school roll;
- always advise the Designated Teacher about such requests for information;
- requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the Designated Teacher, who will arrange preparation of a report and attendance at the meeting;

- reports should contain information about the child's:
  o academic progress
  o attendance
  o behaviour
  o relationships with children and adults
  o family
  o any other relevant matter;

- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the student's family.

3.14.   Students subject to a Child Protection Plan

- the school will be told by the relevant **Devon Local Authority** Children and Family Social Work Service when a student is subject to a Child Protection Plan (previously the Child Protection Register), whether it be the **Devon Local Authority** or another Local Authority;
- the name of the key social worker must be clearly recorded on the student's record;
- the school will participate fully in the work of Core Groups for these students, to assist with the objectives of the Child Protection Plan for the student;
- when a student is subject to a Child Protection Plan, the school will report all unexplained absences, even if only of a day;
- when a student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

3.15.   Children who are Looked After and previously looked after children

The Senior Teacher for Inclusion Megan Andrewc retains responsibility to attend the Personal Education Plan (PEP) meetings and to monitor the student's progress academically, liaising closely with the member of the Safeguarding Team who is responsible for attending LAC reviews and for monitoring the overall well-being of that child.

- Teaching staff are made aware of the children who are looked after and, where appropriate, previously looked after, and maintain a responsibility, as they do with any child, to monitor their progress and well-being, reporting anything they deem to be a concern to the Designated Safeguarding Lead. All staff must be aware that this is a particularly vulnerable group;
- A previously looked after child potentially remains vulnerable, and all staff should have the skills, knowledge and understanding to keep previously looked after children safe;
- Appropriately-placed staff with responsibilities, such as the Safeguarding Team and the Heads of Year, are fully aware of contact arrangements for the individuals in relation to birth parents.
- The Designated Teacher for Looked After Children will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- The Designated Teacher for Looked After Children should also work with the Virtual School Head (VSH) to promote the educational achievement of previously looked after children.
- The Designated Safeguarding Lead maintains oversight of all Looked After Children and monitors this weekly in the Safeguarding link meeting.
- Refer to 'The designated teacher of looked-after and previously looked-after children handbook' Feb 2018 https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

3.16.   Attendance, Admissions and Children Missing Education

A private fostering arrangement is one that is made privately (without the involvement of the 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- and step-parents; it does not include great-aunts or great-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 **Devon Local Authority** offence.

Whilst most privately fostered children are appropriately supported and looked after, they are potentially a vulnerable group who should be monitored by the **Devon 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.

Schools have a mandatory duty to report to **Devon Local Authority** where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the **Devon Local Authority,** there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the **Devon Local Authority.** The school itself has a duty to inform the **Devon Local Authority** of the private fostering arrangements.

On admission to the school, steps will be taken to verify the relationship of the adults to the child who is being registered.

The Ilfracombe Academy recognises that attendance is often an indicator of other issues which may well constitute safeguarding concerns, therefore there are strong links between the Designated Safeguarding Lead and the Attendance Officer within the school, and relevant attendance information must be added to *?*

- Where reasonably possible, we hold more than one emergency contact number for each pupil;
- When admitting students to the school, we always ensure that the **Devon Local Authority** Admissions team are aware of any students either starting at the school or leaving the school;
- On a daily basis, the Attendance Officer supplies the Safeguarding Team with a list of students absent from school;
- Where the school is not informed of a reason for absence, we attempt to make contact with parents/carers to find the reason for the absence;
- If there is a persistent concern with regards to attendance, then we may make a home visit – usually this would be the Attendance Officer and a member of the pastoral team for that year group or a member of the Safeguarding Team;
- Where concerns about attendance persist, we will refer to MASH or call a TAC meeting to explore the concerns;

- Should students be absent for 20 consecutive school days without authorisation and, despite our best efforts, we do not know where that student is, we will complete a Children Missing Education form and refer to the **Devon Local Authority** *(Children Missing Education, Sept 2018).*

The term 'children missing education' is different from 'children absent from education'. Supporting children who are absent from education helps prevent the risk of them becoming a child missing education in the future.

3.17. Children with SEND and Early Help

Children and young people with special educational needs and disabilities (SEND) can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs, and difficulties may arise in overcoming communication barriers;

- they may be more prone to peer group isolation than other children

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory EHC plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

At The Ilfracombe Academy, we identify pupils who might need early help, more support to be kept safe or to keep themselves safe by:

- having an internal referral system to the Inclusion Management Team (IMT), who meet on a weekly basis to discuss what early help or interventions might be offered to key students;

- having a wide network of staff within the Inclusion Team who support students with SEND, such as: Learning Support Assistants, Access Arrangements Co-ordinator, Speech and Language therapists;

- training all staff regularly on what they might need to look out for in terms of SEND as well as safeguarding;
- Provide extra pastoral support for these children where necessary.

If a child with Special Educational Needs makes a disclosure, the SENCO must be involved.

3.18. Children who are lesbian, gay, bisexual, or transgender (LGBT)

The fact that a child or young person may be LGBT is not in itself a safeguarding concern, but staff must be aware that children who are LGBT may be targeted by other children. Children who are LGBT must have a trusted adult with whom they can be open. Staff must endeavour to reduce the additional barriers faced by children who are LGBT and listen to their concerns.

3.19. Contact between staff and students and use of 'reasonable force'

As a general principle, all staff should maintain high professional standards and there should only be personal contact between students and staff through the school text system and school email; no other medium should be used. The exception to this is the members of pastoral staff who, for safeguarding purposes, may have direct contact with students outside school hours.

The protocols for contact between pastoral staff and students are:

- Staff should not give students their own personal phone numbers and should not use their own phones for contact purposes.
- As a general rule, staff should have their assigned school phone switched on only in school hours and during term time.
- In exceptional circumstances, staff may use their assigned school phone to contact students in holiday time or at weekends; this is justified only if there is a safeguarding concern for the student.
- With regards to all pupils, but especially those with special educational needs, staff must understand the needs of the child to avoid situations where force is required
- Use of reasonable force means 'using no more force than is needed'. It covers the broad range of actions used by staff which 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.
-

- There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- The "Use of reasonable force Advice for Principals, staff and governing bodies" (July 2013) must be followed at all times.

3.20. General Issues

All staff must observe the above policy and procedure at all times. These will be reviewed annually and as required in line with changes in Local three Safeguarding Partners or national guidance.

Appendix A – CONTACT INFORMATION

Devon Local Authority CONTACT DETAILS**:**

MASH – CONTACT NUMBER 01392388303

Children's Social Care (out of hours) – Emergency Duty Service 0345 600 0388

LADO (Devon Local Authority Designated Officer) – 01392 384964

Appendix B

CONTACT INFORMATION AND **RECOGNITION OF ABUSE – GUIDANCE FOR PROFESSIONALS**

The Designated Safeguarding Lead at The Ilfracombe Academy is:

Julia Tilley

In their absence please contact
DDSL LeeRoy Cochrane
DDSL Yasmine Thorne

In their absence please contact Stephen Rogers (**Headteacher)** or the appropriate **Head of Year**

RECOGNITION OF ABUSE – GUIDANCE FOR PROFESSIONALS

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

- Bruises or other marks on a child's body;
- Remarks made by the child, another child, a parent or another adult;
- Observations of the child's behaviour or reactions;
- Unexplained changes in the child's behaviour or personality;
- Evidence of disturbance or explicit detail in a child's written or diagrammatic work;
- Neglect or failure to thrive including failure to gain weight or actual weight loss;
- Change in manner of social interaction;
- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parents/carers are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;

- Repeated presentation of minor injuries (which may represent a 'cry for help' and, if ignored, could lead to a more serious injury);
- Family use of different doctors and A&E departments;
- Reluctance to give information or mention previous injuries.

In an abusive relationship the child may:

- Appear frightened of the parent/carer,
- Act in a way that is inappropriate for his/her age and development.

The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- Have unrealistic expectations of the child;
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- Be absent or misusing substances;
- Persistently refuse to allow access on home visits;
- Be involved in domestic violence.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- Imposing developmentally inappropriate expectations;
- Causing children to feel frightened or in danger – e.g. witnessing domestic violence
- Exploitation or corruption of children.

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self mutilation and suicide attempts;
- Involvement in prostitution or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a younger girl where the identity of the father is not disclosed;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Neglect

Neglect involves 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 and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of a child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

Self Harm

For many students self harm is considered to be a means of releasing pain and stress often caused by other aspects of abuse. Students will often hide the signs of self harming by covering their arms and legs, particularly in PE. They may also seem to be excessive with the need to keep their body covered during the hot weather.

Typical signs of self harming are:-

- Patches of cutting to the arms and legs;
- Deep scratches;
- Burns;
- Hitting or punching things.

Self harming can also include the use of alcohol and sexual activity.

Appendix C - CHILD PROTECTION DISCLOSURE – guidance for staff

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they speak.

Accordingly, all staff will handle disclosures sensitively. Such information cannot remain confidential and staff will need to inform the Designated Safeguarding Lead immediately.

DO NOT DELAY

- Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a meeting to do this – do not leave notes in designated person's pigeonhole as they may not get back to check their post until the end of the day once the child has gone home;

- Early referral gives more time to offer help to the student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the student;
- The Designated Safeguarding Lead may consult the Attendance Officer or Children's Social Services through MASH.

MAKE WRITTEN NOTES

As soon as possible after the event, a brief statement should be written ensuring that the following points have been addressed:

- Who made the disclosure (if a student, also add their Tutor group, and if an adult, their relationship to the child)?
- The time, approximately, and the date of the disclosure and the events being described;
- The nature of the conversation, what may have prompted the disclosure, what was said and by whom. This should be as exact as possible;
- Any injuries that have been observed and their nature. A skin map may be used to detail the injury and its location on the body;
- Facts should be recorded accurately, and it should be made clear when an opinion is being expressed and what that opinion is based upon.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen – do not ask questions or interrogate. You may clarify information.

Remain calm – if you are shocked, upset or angry the student will sense this and it could stop them from saying more.

Reassure the student that they have done nothing wrong – tell them it is alright to talk. Do not express your feelings or judgements regarding any person alleged to have harmed a child.

Do not promise to keep it secret – tell the student you cannot keep the matter secret and will need to take advice from someone who can help.

Explain sensitively that you have a responsibility to share this information with the Designated Safeguarding Lead. Explain that only those who need to know will be told.

REFERRAL PROCESS

If a member of staff wishes to make a referral to Social Services or to the Police, they should consult the Designated Safeguarding Lead or deputy who will assist with this. However, referral must not be delayed – if the Designated Safeguarding Lead or deputy is not available, a senior member of staff should be advised and the referral made (*see London Child Protection Procedures for details*). The Multi-Agency Safeguarding Hub will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

REMEMBER:

- If in doubt, consult;
- Do not ignore concerns, even if these are vague;
- Your first responsibility is to the student;
- If you need help or support to manage your own feelings, this can usually be provided.

This poster is up in every classroom and corridor:

And this card is given to parents who may require assistance out of school hours:

Appendix D – Police Definitions

Police Definitions

Definition of Sexual

- Penetration, touching or any other sexual activity will be sexual if.…

a reasonable person would consider that it is…

(a) Sexual by nature

(b) Sexual because of its circumstances or purpose

Definition of Touching

(a) with any part of the body

(b) with anything else

(c) through anything

This includes touching of clothing.

Definition of Rape

A person commits rape if he intentionally penetrates his penis with another's:

- Vagina
- Anus
- Mouth
- Without their consent
- …….and he does not reasonably believe they consent

Consent is a question of fact

- The victim can be taken NOT to have consented in certain circumstances. This is called evidential presumption.
- If the victim is under 13 years, she/he CANNOT CONSENT in the eyes of the law.
- It is sufficient to prove penetration and the child's age.

Assault by 'Penetration'

A person commits this offence if:

- They intentionally penetrate the vagina or anus of another with any part of their body (i.e. fingers into vagina) or anything else (object);
- The other does not consent to the penetration;
- The person reasonably believes that the other does not consent;
- **If the victim is under 13 years, she/he CANNOT CONSENT in the eyes of the law.**

Offence of 'Sexual Touching'

A person commits this offence if:

- They intentionally touch another;

- The touching is sexual;

- The other does not consent;

- The person reasonably believes they do not consent;

- **If the victim is under 13 years, she/he CAN NOT CONSENT in the eyes of the law.**

**Maximum sentences that can be imposed**

- RAPE: Life imprisonment

- Assault by Penetration: Life imprisonment

- Sexual touching: Victim under 13 years, the maximum sentence is 14 years' imprisonment, otherwise 10 years'.

None of these offences have age limitations, which mean that they can be committed by anybody of any age.

Appendix E - Assessment Framework

1.   **Assessment Framework**
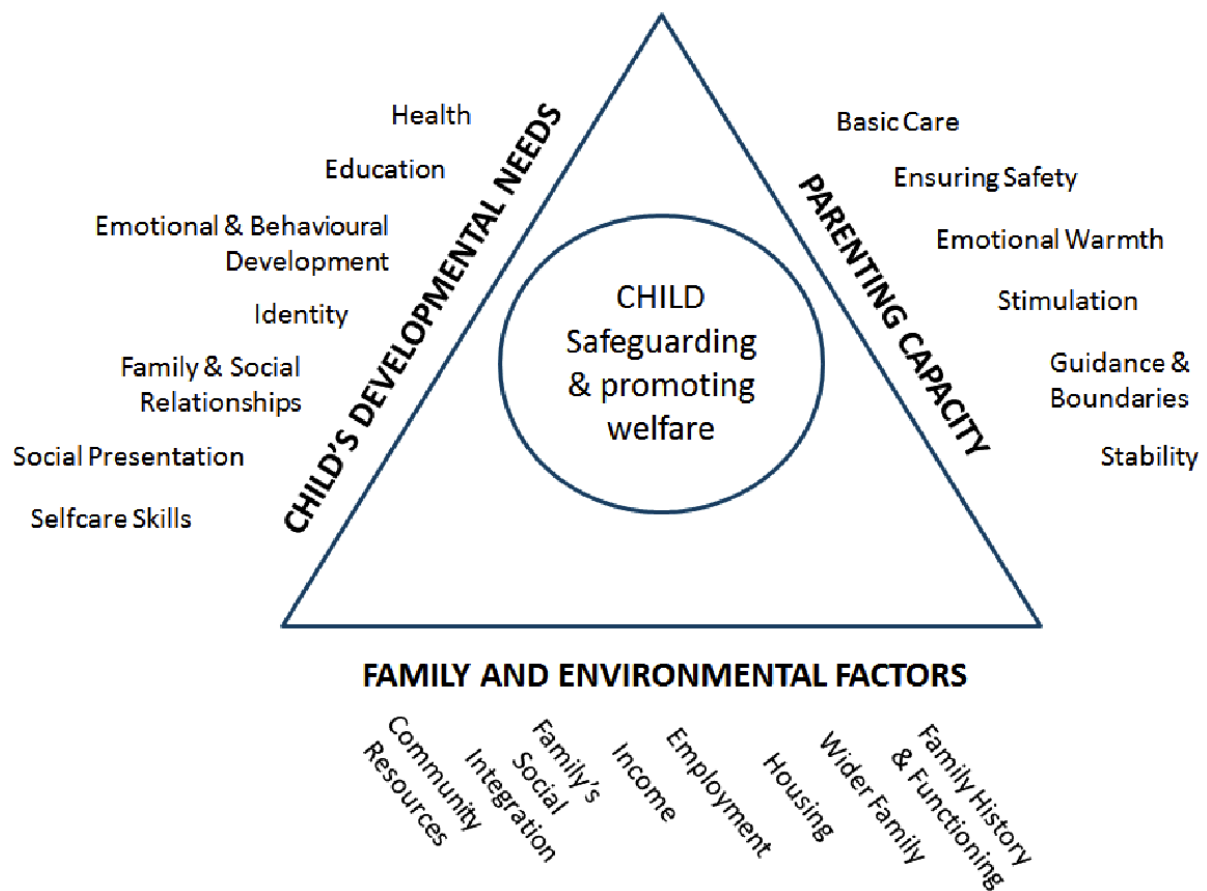
Appendix F -National Domestic Abuse Helpline

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. Its 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 for a call from the team can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- **NSPCC - UK domestic-abuse Signs Symptoms Effects**
- **Refuge what is domestic violence/effects of domestic violence on children**
- **SafeLives: young people and domestic abuse.**

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools 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 Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to Operation Encompass will have their own arrangements in place.

Mental Health

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. More information can be found in the **mental health and behaviour in schools guidance** Colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See **Rise Above** for links to all materials and lesson plans.

The Department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the **Link Programme**. Training for senior mental health leads will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

Education at home – Safeguarding whilst learning online

Where children are being asked to learn online at home, the Department has provided advice to support schools and colleges do so safely:
safeguarding-in-schools-colleges and-other-providers and
safeguarding-and-remote-education