



**Cabot**  
Learning  
Federation

## Safeguarding and Child Protection Policy

Date Adopted: September 2020 Cabot Learning Federation

Implementation Date: September 2020

## History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	November 2012	Whole Document	Adoption by the Cabot Learning Federation and Implementation	Following consultation and development of a harmonised Employee Hand Book
V2.0	27 June 2013	Whole Document	Legal Review	Following review of CLF Safeguarding practice
V3.0	19 June 2014	Whole Document	Legal Review	Following legislative changes
V3.1	8 Oct 2014	Page 8 (Section 6.1)	Addition of link to appropriate guidance	Request from Academy
V4.0	June 2015	Whole Document	Annual review of full document. Name changed to Safeguarding Policy (from Child Protection)	Update to reflect changes to legislative guidance and general review of formatting, content and layout and feedback from Academies.
V5.0	November 2015	Whole Document	Updated in light of Keeping Children Safe in Education and Prevent Duty	Update to reflect changes to legislative guidance and general review of formatting, content and feedback from Academies.
V6.4	Nov 2016		Updated in light of Keeping Children Safe in Education	Update to reflect changes to legislative guidance and general review of formatting, content and feedback from Academies.
V6.5	Dec 2016	Whole document	Updated formatting	
V7.0	Oct 2018	Whole document	Updated in light of Keeping Children Safe in Education	Update to reflect changes to legislative guidance.
V8.0	October 2019	Whole document – minimal changes	Updated in light of Keeping Children Safe in Education	Updated in light of Keeping Children Safe in Education
V9.0	August/ Sept 2020	Whole Document	Updated in light of Keeping Children Safe in Education 2020 release – 2.9.20	Updated to reflect changes to KCSIE July 2020

## Equality Impact Screening

Date of screening: 21 September 2020						
Name of person completing screening: SW/BG						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
<b>Age</b>	x		x			
<b>Disability</b>	x		x			
<b>Gender Reassignment</b>	x		x			
<b>Race or Ethnicity</b>	x		x			
<b>Religion or Belief</b>	x		x			
<b>Marriage</b>	x		x			
<b>Pregnancy/ Maternity</b>	x		x			
<b>Sex</b>	x		x			
<b>Sexual Orientation</b>	x		x			
<b>Carers / in-care</b>	x		x			
Should the policy have a Full Equalities Impact Assessment? Yes / No (please detail reasons below)						
<p>People across all identified groups have the potential to be impacted by the CLF Safeguarding policy and systems.</p> <p>By ensuring robust and consistently high-quality safeguarding policies and systems, in line with legislation and best practice, across the CLF, the impact is positive for all groups, as issues are less likely to be missed or dismissed by poor understanding, practice or bias.</p>						

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All action taken by **Heron's' Moor Academy** will be in accordance with:

- **Current legislation:**<sup>1</sup>
- **Statutory guidance:**
  - **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
  - **Keeping Children Safe in Education (2020)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
  - **The Teacher Standards 2012** state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in Appendix 8

**This policy should be read in conjunction with the following policies:**

- CLF Reasonable Restraint Policy
- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff
- Anti-Bullying /Peer on Peer Abuse
- Behaviour
- GDPR
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance including the safeguarding response to children who go missing

### **Covid -19**

This Policy will remain in force throughout the response to coronavirus (COVID-19). The Department of Education has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. The Cabot Learning Federation wrote an addendum for the period of partial closure and has provided staff with regular updates, guidance and risk assessments informed through the guidance provided by the DFE and Local Authorities which should be read in conjunction with this policy.

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## Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

### 1 Definitions

1.1 'Safeguarding' is what we do for everyone in the Cabot Learning Federation (pupils, staff, visitors, Councillors, Directors, parents/carers etc.) to ensure that they feel safe, and to try to prevent abuse taking place.

Safeguarding is defined in Keeping Children Safe in Education 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.

1.2 'Child Protection' (CP) refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education (KCSIE) 2020.

1.3 'Adults at Risk' or 'Vulnerable Adults' are also protected against abuse by legislation. They are defined as those 'aged 18 years or over who are, or maybe, in need of community care services by reason of mental or other disability, age or illness or who are unable to care for themselves, or unable to protect themselves against significant harm or exploitation' (No Secrets DH 2000). This may include adults with learning difficulties, mental health issues, physical impairments or drug and alcohol misuse.

1.4 We may have 'Vulnerable Adults' in our Academies or community as parents/carers, siblings, visitors etc., and all of the principles and reporting procedures relating to Child Protection also apply to this group.

### 2 Policy Statement

2.1 This Policy has been reviewed, authorised and adopted by the Cabot Learning Federation Trust Board. It applies to all members of staff, Directors, Councillors, volunteers, pupils and visitors in our Academies. It also applies wherever staff or volunteers are working with pupils away from the Federation, for example, at an activity centre or on an educational visit.

2.2 This Policy will be shared in full with staff. It will be made available to parents/carers on request and can be produced in larger print or other more accessible formats if required. It will be published on the Federation's website.

2.3 Each Academy in the Cabot Learning Federation (Federation) will adopt the Policy, having adapted the procedures and other appendices to suit their setting, and will publish it on their

website. They will ensure that is made available, in creative ways that are more accessible, to all pupils, parents/carers and visitors.

2.4 It is the belief of the Federation that every pupil should feel safe and protected from any form of abuse which, in this Policy, means:

- any kind of physical, sexual or emotional abuse,
- domestic violence,
- sexual exploitation,
- female genital mutilation,
- radicalisation into violent extremism,
- neglect,
- discrimination,
- financial abuse,
- Institutional abuse.

2.5 The aim of the Policy is to ensure that:

- The Federation and all its Academies protect all their pupils, in every way possible, from any form of abuse, whether from an adult or another pupil;
- All adults, children and young people are aware of, and alert to, signs of abuse, both within the Federation and from outside, and are able to deal appropriately with every suspicion, disclosure or complaint;
- Any child or young person who may have been abused, is appropriately supported in accordance with his/her agreed Child Protection Plan;
- Academies are aware of any additional needs (including medical needs) of their children and young people, and are particularly vigilant in supporting those who they deem to be vulnerable to abuse;
- All Academies operate robust and sensible health and safety procedures, have clear and supportive policies on drugs, alcohol and substance misuse, and take all practicable steps to ensure that Federation premises are as secure as circumstances permit;
- All Academies have policies and procedures for supporting and monitoring Children in Care and reporting on their progress to their Council;
- Academies are able to consider and develop procedures to deal with any safeguarding issues which may be specific to individual children in our Federation or in our local area;
- Every complaint or suspicion of abuse from within or outside the Federation is taken seriously and in all proper circumstances is referred promptly to appropriate external agencies such as the Children's Social Care Department of the Local Authority (CSC), the Child Protection Unit of the Police (CPU) or the NSPCC;



- Where an allegation of abuse is made against a member of staff or a volunteer, the matter is referred to the Local Authority Designated Officer (LADO) relevant to the area in which the individual Academy is based. Contact details relevant to each Academy are given at Appendix 3.

2.6 The Cabot Learning Federation (Federation) is committed to preventative work to safeguard children and young people and to promote their welfare, and expects all staff and volunteers to share this commitment. This will include:

- Ensuring all pupils are aware of who they can talk to if they do not feel safe or have a safeguarding concern;
- Providing clear lines of communication for all pupils to trusted adults;
- Creating an atmosphere in each Academy where all pupils feel safe and valued, and where they believe that they will be listened to and supported;
- Regularly raising awareness of safeguarding issues with staff, Directors, Councillors and volunteers, ensuring they have regular training and briefings on any changes to legislation or accepted best practice;
- Ensuring that all Academies have E-safety policies in place and that staff and pupils are aware of how to keep themselves safe on-line;
- Ensuring that all pupils, staff, Directors, Councillors, visitors and volunteers are aware of their responsibility in terms of safeguarding, and know how to raise safeguarding concerns in the Academy, and how to report and deal with any allegations of abuse;
- Ensuring that appropriate aspects of safeguarding are included in the curriculum for pupils of all ages (usually through PSHE or SRE sessions) and are covered in the induction process for all pupils;
- Supporting pupils' development in ways that foster their independence, confidence, self-esteem and security;
- Developing robust processes for identifying, supporting and monitoring those pupils who may be vulnerable to, or at risk of, abuse;
- Developing effective working relationships with other agencies involved in protecting children and young people e.g. the Police, Local Authority Social Care, Health, and voluntary agencies such as the NSPCC.

2.7 In relation to staffing and human resources, the Federation will also take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the DfE guidance given in *Keeping Children Safe in Education 2020* and the *Education (Independent School Standards) (England) Regulations 2010*;
- Ensure that we carry out all necessary checks on the suitability of people who serve on the Federation's Board of Directors and Local Councils in accordance with the above regulations and guidance;
- Ensure that where the Federation ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered

unsuitable to work with children, a referral is made to the Disclosure and Barring Service as soon as possible if the criteria are met;

- Ensure that Academies design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- Ensure that where staff from another organisation are working with our pupils on another site, the organisation adopts and implements the measures contained in the DfE guidance *Keeping Children Safe in Education (2020)* and that they carry out appropriate child protection checks and procedures;
- Follow the local inter-agency procedures of the Local Safeguarding Children Board(s) that relate to the Academies within the Cabot Learning Federation.

- 2.8 The CLF has implemented the use of an electronic Safeguarding monitoring service (CPOMS) for recording all incidents and concerns of Safeguarding. All paper files prior to this will be kept securely as required by legislation. More information on CPOMS can be found in Appendix 6.

### 3 Safer Recruitment and Selection

The Federation pays full regard to the safer recruitment practices detailed in *'Keeping Children Safe in Education' (2020)* including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2020). All recruitment materials will include reference to the Cabot Learning Federation's commitment to safeguarding and promoting the wellbeing of pupils. The Cabot Learning Federation will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

### 4 The Designated Safeguarding Leads

- 4.1 Each Academy will appoint a member of their Senior Leadership Team with the necessary status and authority to be the **Designated Safeguarding Lead or Deputy Designated Safeguarding Lead** to be responsible for matters relating to child protection and welfare who will attend senior leadership meetings to report on, plan and help implement Safeguarding across the Academy.
- 4.2 Each Academy will also appoint a Deputy Designated Safeguarding Lead who will carry out this role when the Designated Safeguarding Lead is unavailable. The name and contact details of the Designated Safeguarding Lead and the Deputy are given in Appendix 3.
- 4.3 Each Academy will also have a nominated Councillor who is designated as the Council's lead on safeguarding, who will undertake appropriate training. They will ensure that the Councillors are aware of their safeguarding duties and that the Council receives annual reports and monitors the Academy's policy implementation.
- 4.4 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will undertake appropriate safeguarding training in single and inter-agency working, and will attend refresher training at least at two yearly intervals, or more often if deemed appropriate.

They will also be required to attend briefing and training on any safeguarding issues that are of particular concern locally, or on any changes to legislation.

- 4.5 The Designated Safeguarding Lead will be responsible for monitoring the use of CPOMS. They will ensure that all staff get appropriate training on how to record incidents and that staff who have full access understand their responsibilities.
- 4.6 The Designated Safeguarding Lead or a Deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible.
- 4.7 The Designated Safeguarding Lead role can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out below, remains with the Designated Safeguarding Lead; this lead responsibility cannot not be delegated.
- 4.8 The Designated Safeguarding Lead and any deputies should liaise with the three Local Authority Safeguarding partners and other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help Designated Safeguarding Leads understand when they should consider calling the police and what to expect when they do.
- 4.9 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and academy leadership staff. Their role could include ensuring that the academy, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- 4.10 When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
- 4.11 The main responsibilities of the Designated Safeguarding Leads are:
  - To take responsibility for the implementation of this Policy in their Academy, and to co-ordinate the Child Protection and Vulnerable Adult procedures, including implementation, regular review and updating and working with the Directors as necessary;
  - Managing referrals to other agencies including: the local authority children's social care in cases of suspected abuse; Police South West Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;

- Undertake training to ensure that they (and any deputies) have the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- Attend a meeting with their Principal every term x 6 per year and complete an Academy Safeguarding report to be sent to the CLF Designated Safeguarding Lead Officer;
- To undertake the roles and responsibilities of this position as set out by *Keeping Children Safe in Education (2020)*;
- To ensure that all staff and volunteers in their Academy receive regular training and briefings, and are kept up to date with safeguarding issues locally and nationally, and to keep records of this training;
- Analyse safeguarding data every term to identify academy specific concerns and provide training and awareness to staff and students of these issues;
- Provide the CLF Safeguarding newsletter to all staff;
- Work with the Principal to ensure that all staff complete the CLF Safeguarding Quiz which is provided 3 times a year;
- To ensure that all staff are aware of their legal duty to report safeguarding concerns to Children's or Adults' Social Care or the Police, including concerns about pupils at risk of, or who have had, Female Genital Mutilation or are considered to be at risk of radicalisation or Child Sexual Exploitation;
- To link with the Local Authority Safeguarding Partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- To carry out an annual audit of safeguarding practice in the Academy (as required by the Local Authority) and to provide an annual report on safeguarding to the Council and Federation;
- To ensure that Councillors have been briefed or trained on this Policy and the Academy's safeguarding procedure;
- To keep the Principal informed of all actions, unless the Principal is the subject of a complaint. (In this situation, the Designated Safeguarding Lead should consult with the Chair of the Federation Trust Board or, in their absence, the Vice Chair of the Federation Trust Board, named in Appendix 3);
- To oversee the referral and monitoring of cases of suspected or alleged abuse to the Children's or Adults' Social Care Department or the Police (using the agreed Multi-Agency Referral Form);
- To ensure that a proper and confidential record is maintained of any Child Protection or Vulnerable Adult referral, safeguarding complaints or concerns (even when this does not lead to a referral);
- To ensure that all such records are kept confidentially and securely until the child's 25<sup>th</sup> birthday and that they are separate from other Academy records;
- Ensure that they or a member of the Safeguarding team attend the CLF DSLO meetings every term;
- To ensure that all key stakeholders (parents/carers, staff, pupils, Directors, Councillors and visitors) are aware of this Policy and relevant procedures, and that they are available on the Academy website and in accessible formats as appropriate;

- To liaise with Children's and Adult's Social Care, the local Safeguarding Children Board, the Police and other agencies on safeguarding issues on behalf of the Academy / Federation;
- To act as a source of support, advice and expertise within the Academy, including advising on whether to make a referral;
- To be the first point of contact for parents/carers, pupils, teaching and non-teaching staff and external agencies in all matters of Child Protection, Vulnerable Adults and safeguarding;
- Refer cases to the Avon and Somerset Constabulary South West Counter Terrorism Unit where there is a radicalisation concern as required;
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- To ensure that pupils on a Child Protection Plan or who are deemed to be at risk are monitored, ensuring that records are maintained and updated as notification is received, and that relevant staff attend any case conferences or multi-agency planning meetings and contribute to assessments etc. as required, ensuring that parent/carers and pupils are kept informed as appropriate;
- To ensure that any pupil on a Child Protection Plan, or about whom there are safeguarding concerns, who is absent for more than two days is reported to Children's Social Care where required;
- To ensure that the Academy has a policy for supporting Children in Care and that there is a named person designated to lead this work;
- Support Academy staff to work with external agencies;
- To ensure that any employers, training providers or alternative education providers receiving pupils on placements or courses have appropriate safeguarding policies and procedures in place;
- In relation to allegations against staff, to liaise with the Local Authority Designated Officer (LADO), the local Children's Social Care service and other external agencies as and when appropriate, including the Police and the Disclosure and Barring Service;
- To ensure that where a child leaves the Academy, Children's Social Care are informed in writing, and that their Child Protection file is copied for the new school, college or training provider, following the relevant local authority guidance and confidentiality procedures, and transfer it separately from the main pupil file;
- If Early Help is appropriate support staff members liaising with other agencies and setting up an inter-agency assessment as appropriate;
- Ensure that there is constant review and communication with children's social care if the child's welfare is still a concern;

4.12 The CLF Designated Safeguarding Lead Officer will provide advice and guidance to all the academies, central team, executive team and board of directors. They will possess a strategic overview of Safeguarding across the Federation and will work closely with the Academy

Designated Safeguarding Leads to ensure Safeguarding Policies, Protocols and legislation are implemented across all of the CLF Academies.

4.13 The main responsibilities of the CLF Designated Safeguarding Officer (DSLO) are:

- To work with Principals and Designated Safeguarding Leads in the application of effective safeguarding within their academies in accordance with legislation and national and local policy;
- Work alongside the SLT and teaching teams to develop an effective and proactive culture of safeguarding across the Academy, including links to Online Safety, Relationship, health and sex education and PSHE.
- Guide and support academies on improving safeguarding practice, bring together expertise from different academies and support capacity building and training;
- Maintain an overview of practice and training requirements across academies;
- Provide clear professional consultancy and expertise in relation to any safeguarding matters to all Designated Safeguarding Leads and other relevant staff;
- Model and promote partnership with key agencies ensuring collaboration, information sharing and integrated planning for the benefit of the child;
- Organise and facilitate a safeguarding meeting every term for all academy Designated Safeguarding Leads;
- To monitor and support the use of CPOMS across the Federation;
- Provide support and guidance to academies where an allegation against a member of staff has been made with a specific focus on the welfare of the child or young person;
- Ensure robust, appropriate mechanisms for information sharing between academies and other external agencies are in place, particularly the Police and Social Care;
- Develop and nurture effective working relationships and communications across the CLF, ensuring all work in this area is compliant with relevant safeguarding legislation and local LSCB Procedures;
- Contribute to safeguarding reviews and updates of local procedures and policies ensuring they remain compliant with relevant national policy, legislation and regulation, including equality and anti-discrimination legislation;
- Support Principals and Designated Safeguarding Leads to ensure every member of CLF staff has access to and understands the Federation's Safeguarding Policy and Procedures;
- Collate, analyse and report on confidential and sensitive data relating to safeguarding to identify issues, establish trends and ensure that standards and performance targets are met;
- Implement systems and processes to ensure compliance with mandatory training requirements;

- Responsible for collecting, collating and reporting findings from DSLO term reports to the CLF Strategic Lead and Federation Board;
- Identify and organise Safeguarding training as required for academies;
- Network with external agencies and providers.

The Designated Safeguarding Officer reports to the Executive Principal with responsibility for safeguarding.

## 5 Types of Abuse

5.1 The diagnosis of abuse is complicated, and it is not the role of staff to define abuse, or to attempt to decide whether or not a child or young person has suffered abuse within these categories. However, all staff, volunteers, Directors and Councillors should have a basic knowledge of the categories of abuse, and be able to recognise possible symptoms, so that they can take appropriate action. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with another.

5.2 Abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult, or adults, or by another child, children or young people. More detailed information about types of abuse is referenced in Annex 1 of *Keeping Children Safe in Education (2020)*. It defines the following types of abuse:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated or Induced Illness).
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children or young people.

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

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. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Additional information regarding contextual safeguarding is available here: **Contextual Safeguarding.** <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### 5.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex 8

### 5.4 Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);



- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

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

At Herons’ Moor 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 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, some of the following features will be 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
- 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

At Herons’ Moor Academy we will support the victims of peer on peer abuse by ensuring there is a named adult to work with them.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

**Further information can be found in Appendix 8**

## 5.5 Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police.
- At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the academy will continue to support the child in any decision they take. This will be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the academy will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers, as well as discussing the best way to protect the victim and their anonymity.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, the academy will continue to engage with specialist support for the victim as required.
- Whatever the response, The CLF and its academies believe that sexual violence and sexual harassment is never acceptable and will not be tolerated.

## 5.6 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.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## 5.7 Children and young people with special educational needs

Children and young people with special educational needs and disabilities 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.

5.8 Other forms of abuse which need to be reported, and may particularly relate to Vulnerable Adults, are:

- **Domestic violence** is also defined as abuse if it is witnessed by children or young people. This is 'any incident of threatening behaviour, violence or abuse (psychological, physical, financial or emotional) between adults who are, or have been, intimate partners or family members'. Referrals should be made to the Multi-Agency Risk Assessment Conference, but staff should report these issues under the safeguarding procedures.
- **Financial or material abuse:** this involves the theft or misuse of a child or vulnerable adult's money (e.g. child or disability benefits), fraud or extortion;
- **Discrimination or harassment:** if based on someone's characteristics that are protected by the Equality Act (e.g. gender, race, sexual orientation, disability, religion or belief) this can, in some situations, be considered to be abuse or hate crime;
- **Institutional abuse:** where an institution (such as an Academy) has policies or practices that deny children or vulnerable adults their dignity, or assert power and create a climate where the forms of abuse listed above are allowed to continue without challenge.

5.9 Keeping Children Safe in Education recommends that up-to-date guidance and practical support on the specific abuses listed below is sought, as needed, from experts and professional organisations. It also provides links to specific advice and guidance on particular issues (see: [Keeping Children Safe in Education Part 1 \(2020\)](#)). Academies will also aim to cover these areas in their training programmes, and to make staff aware that there is also guidance on all these areas on their local Safeguarding Children's Board website. More information on Specific Safeguarding issues can be found in Appendix 8:

- Bullying, including cyberbullying;
- Domestic violence;
- FGM
- County Lines
- Child sex exploitation
- Peer on Peer abuse
- Drugs;
- Fabricated or induced illness;
- Faith abuse;
- Gangs and youth violence;
- Gender-based violence/violence against women and girls (VAWG);
- Mental health;
- Private fostering;
- Preventing radicalisation;

- Sexting;
- Teenage relationship abuse;
- Trafficking.

#### 5.10 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

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

- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different vulnerable groups—Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially by to ensure their wishes are understood;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

## 6 Signs of Abuse

6.1 All staff should be aware of, and be vigilant in looking out for possible signs of abuse. These include (but are not limited to):

- Where the pupil makes a disclosure, says they have been abused or asks a question which gives rise to that inference;
- Where there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- Where the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- Where the pupil is reluctant to work with a member of staff and does not wish to discuss reasons;
- Where the pupil's development is delayed;
- Where the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
- Where the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- Where a pupil has unexplained absences that they cannot account for;
- Where a pupil expresses views that appear to justify violent extremism;
- Where the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

6.2 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

6.3 Children Missing from Education (to be read in conjunction with attendance policy)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities, this may include abuse and neglect, sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should be aware of their academies unauthorised absence and children missing from education procedures. The Academy must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The Academy should follow the guidance detailed in Children Missing Education (2019).

Parents/carers must be made aware of their responsibilities when a student's is placed on a Fixed Term Exclusion to ensure that they are kept safe. Academies should be aware of what

provision is going to be implemented by parents/carers. Where the Academy may have concerns about a family, referrals to appropriate agencies (First Response, First Point etc.) should be made, especially if no contact can be made whilst the student is on a fixed term exclusion.

## 7 **Duty of Employees, Directors, Councillors and Volunteers**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

7.1 Every employee (whether directly of CLF or an external provider), Director of the Cabot Learning Federation and Councillor of each Academy as well as every volunteer who assists the Federation is under a general legal duty:

- To protect children and Vulnerable Adults from abuse;
- To be aware of the Federation's Child Protection Policy and Procedures and to follow them;
- Where possible ensure more than one emergency contact telephone number is recorded for each pupil;
- The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- To know how to access and implement the procedures, independently if necessary;
- To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
- To report any matters of concern to the Designated Safeguarding Lead\* or directly to Children's Social Care if required;
- To be aware of other CLF and Academy specific policies and procedures that have safeguarding implications (for example restraint, E-safety, intimate care plans, anti-bullying arrangements).

*\*Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm, and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Principal, Executive Principal and the CEO are not available.*

7.2 Councillors should ensure their Academy's safeguarding arrangements take into account the procedures and practice of the Local Authority Safeguarding Partners.

The Cabot Learning Federation (CLF) Multi Academy Trust (MAT) is wholly committed to ensuring that all children and adults at risk who engage with the CLF are cared for in a safe and secure environment.

**The CLF will:**

**Establish and maintain an environment and culture where:**

- children are kept safe, feel safe, are able to talk about and are listened to when they have a worry or concern;
- parents/carers are confident that their child is kept safe and feels safe;
- staff and volunteers feel safe, are encouraged and able to talk and are listened to when they have concerns about the safety and wellbeing of a child;
- ensure children know that there are adults in any school within the CLF whom they can approach if they are worried;
- Ensure that children who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected;
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Cabot Learning Federation will ensure that all policies and procedures in respect of safeguarding children throughout the CLF are up to date and in line with the Keeping Children Safe in Education.

**The CLF will ensure that all their academies:**

- have a designated safeguarding Lead Officer (DSLO) and a designated governor/link Academy Council member for safeguarding;
- have in place safeguarding arrangements which adhere to the statutory guidance in Keeping Children Safe in Education 2020 and which are designed to take account of all possible safeguarding issues including child sexual exploitation (CSE) and preventing radicalisation;
- adhere to safe recruitment practices;
- maintain a Single Central Record (SCR);
- have arrangements for working together with other agencies and for sharing information with other professionals;
- take account of local procedures and practices established by the local Safeguarding Children Boards and comply with any requests from those Boards;
- have in place effective child protection and staff behaviour/code of conduct policies;
- provide appropriate supervision and support for staff including undertaking safeguarding induction and training;
- follow clear policies for dealing with allegations against people who work with children;
- have clear procedures in place to handle allegations of abuse against children;
- have clear whistleblowing procedures following the CLF Whistleblowing Policy;

- appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe;
- put in place appropriate safeguarding responses to children who go missing from education;
- fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children.

**The CLF will:**

- Monitor the quality of safeguarding practices and their impact on outcomes for children across the Trust and provide regular reports to the Trust Board. An annual report to the CLF Board of Trustees will address key safeguarding concerns that have arisen, issues flagged following post incident reviews and audits, emerging safeguarding issues and training needs;
- Monitor academy compliance at each academy within the CLF, through an annual safeguarding audit, a report to Academy Council link members by each Academy and through staff performance measures;
- Work with the Principals of the academies to ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes;
- Liaise with local authority lead professionals for safeguarding, local authority MASH (Multi Agency Safeguarding Hubs) , Ofsted, and other agencies as required;
- Commission external challenge and support where appropriate to ensure academies meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children;
- Provide opportunities to DSL from each academy across the Trust to meet to discuss practice, to share learning and to train together. This will include sharing post incident reviews and action points to improve practice.

## 8 Training

8.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this Policy;
- access to the CLF Core Safeguarding Module (which must be completed);
- other HR policies including the staff Code of Conduct;
- the identity of the Designated Safeguarding Lead and his / her Deputy; and
- a copy of Part 1 of *Keeping Children Safe in Education (2020)* ([Keeping Children Safe in Education \(2020\)](#)).

The Principal, all Academy staff members and the nominated Councillor will undertake appropriate child protection training which will be updated regularly.\*



*\* How regular the training should be undertaken must be in accordance with the Local Safeguarding Children Board advice.*

8.2 The CLF will provide Safeguard training to all of its employees annually and will provide regular updates to staff by email, staff meetings and e-bulletins to ensure their skills and knowledge are kept up to date.

### 8.3 Reasonable Restraint

All academies will have a selection of staff trained in Positive Handling (Team Teach) and will record any incidents that occur in Bound and Numbered books. A designated member of staff in each academy will be responsible for monitoring and signing off all recorded incidents. All staff will know where the bound and numbered book is kept and when they are required to complete an incident form.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

The Team-Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guideline concerning restrictive physical intervention;
- Reinforce the essential verbal and non-verbal skills required in a crisis situation;
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil;
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of young people in their care;
- Offers post-incident structure to both the pupil and member of staff;
- Underpinned by the foundations of all actions being assessed against being reasonable, necessary and proportionate.

## 9 E- Safety/Online Safety

9.1 All academies should have a clear policy and procedures for E-Safety and have a staff member who can lead in this area. All pupils (and parents/carers) should be given clear advice on how to keep safe on-line and how to report any abuse received through social media etc.

9.2 Academies should also regularly review the filters and monitoring that they have on internet and social media usage to ensure that pupils are not able to access inappropriate materials. Whilst it is essential that we ensure that appropriate filters and monitoring systems are in place; they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and Safeguarding. The CLF

uses Senso to monitor ICT within the academies. More information on Senso can be found in the E-Safety-Online Policy.

- 9.3 Any cyber-bullying, sexting etc. should be reported to the Designated Safeguarding Lead and dealt with under the Academy procedures for tackling bullying, unless the pupil is at risk of significant harm, in which case, safeguarding procedures should be used.
- 9.4 Education at home. Where children are being asked to learn online at home especially during the Covid-19 Pandemic the CLF and its academies will continue to provide advice to students and colleagues do so safely: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## 10 Whistle Blowing

- 10.1 All staff are required to report to the Principal of their Academy, the Executive Principal, CEO, Chair of Academy Council or the Chair of the Federation Trust Board, any concerns or allegations about Academy practices or the behaviour of colleagues (including supply staff and volunteers) which are likely to put pupils at risk of abuse or other serious harm. In the event of their unavailability, concerns should be reported to the Designated Safeguarding Lead or the Deputy in his / her absence.
- 10.2 If it is felt necessary to consult outside the Academy, staff should speak in the first instance to the LADO (Local Authority Designated Officer) following the Whistle Blowing Policy. Further guidance can be found in **KCSIE 2020 - Part four: Allegations of abuse made against teachers and other staff**;
- 10.3 There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

## 11 Supporting Children and Young People

- 11.1 The Federation will do all that it can to support pupils who have been subject to abuse. This may include:
- Recognising that any pupil who has been abused or witnesses domestic violence may feel vulnerable, helpless and humiliated, and may blame themselves and find it difficult to develop and maintain a sense of self-worth;
  - Recognise that the Academy may provide the only stability in the lives of the pupils who are at risk or harm or have been abused, and that this needs to be maintained;
  - Offering a range of pastoral support, and bringing in external support or signposting where appropriate to other experts e.g. Educational Psychologist, Counsellor;
  - Ensuring that the curriculum includes content relating to improving self- esteem, healthy relationships and safeguarding;
  - Providing additional support to vulnerable pupils during transition into, or out of, the Academy.

## 12 What staff need to know

All staff need to be aware of the systems within **[name of school]** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Academy Councillor responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education (latest version) annually;
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- Attend safeguarding training;
- Be aware of the school's procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children and young people, particularly concerning referrals of cases of suspected abuse and neglect;
- Adhere to the school's Staff Behaviour Policy (sometimes called Code of Conduct) and behaviour management policies;
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child;
- Be clear as to the school's policy and procedures with regard to peer on peer abuse and children missing education;
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) (see Appendix D);
- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
- Be aware of whistleblowing procedures;
- Report their concerns to the DSL if they think a pupil/student may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour and actions towards children and young people immediately.

- FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

- Private Fostering

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

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

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

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

The Cabot Learning Federation and all of its Academies will comply with the mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to a CLF provision, we will take steps to verify the relationship of the adults to the child who is being registered.

### 13 **Early help**

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

If early help is appropriate, the DSL (or Deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to

support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### 13.1 What school and college staff should look out for

Any child may benefit from early help, but all 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 education, health and care plan (EHCP));
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child

### 13.2 Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious crime. More information on this can be found in Appendix 8

## 14 Confidentiality/ Information Sharing

14.1 The Federation recognises that all matters relating to Child Protection are confidential, and the DLS and their Deputy will only disclose information about individual pupils on a need to know basis (i.e. where there is a legitimate and clear purpose for the sharing);

14.2 Where appropriate, consent to share will be sought from children and young people and their parent/carers, however there may be occasions where information is shared without their consent to protect them from harm;

14.3 The Federation will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The Federation will co-operate with police and children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under

section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (March 2013);

- 14.4 Where allegations have been made against staff, the Academy will consult with the LADO and, where appropriate, the police and children's services to agree the information that should be disclosed and to whom;
- 14.5 Whilst the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. The school will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.
- 14.6 The DSL has the right to challenge a request of information from external services if appropriate however if the request is to proceed against the judgement of the DSL they must ask for written confirmation before passing the information on;
- 14.7 All staff and volunteers will be made aware of the parameters of confidentiality and that where they have a responsibility to share information with external agencies;
- 14.8 All staff will be made aware that they cannot promise a pupil or parent/carer not to disclose information if anyone is at risk of harm or that might compromise their safety or well-being;
- 14.9 DSLs will always undertake to share the intention to refer to Children's Social Care with parents/carers unless to do so would put the pupil at risk of harm or would impede a criminal investigation. If in doubt they will consult the relevant Social Care Department for advice.

## 15 **Bullying and Harassment**

- 15.1 All Academies will have a policy and procedure to prevent bullying and harassment and to deal with any cases that arise. If bullying or harassment is likely to cause 'significant harm' or could be considered a hate crime (e.g. is homophobic, racist, disablist etc.) then it should be reported to Children's Social Care or the Police using the safeguarding procedures.

## 16 **Visitors**

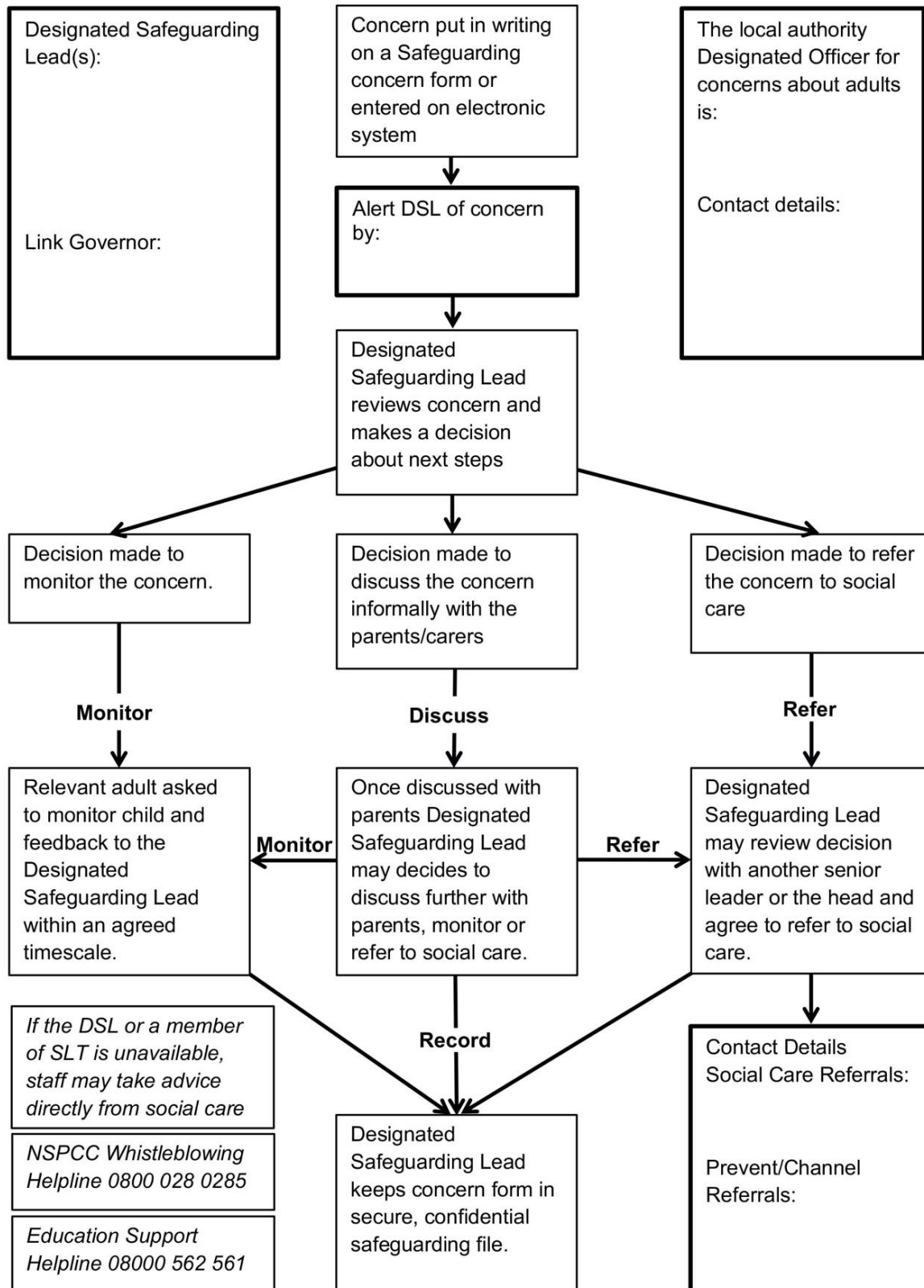
- 16.1 Academies will put in place robust arrangements to ensure that all visitors are monitored for safeguarding purposes. All visitors will be asked to sign in at Reception and will be given basic information about safeguarding. Visitors who do not provide evidence of DBS and/or photo ID will not be left unsupervised in an Academy.

## 17 **Monitoring and review**

- 17.1 The Federation will review the Policy each year against the national legislative framework, national and local guidance, and accepted best practice. Academies should also review their procedures at least annually.
- 17.2 An end of term and annual report on safeguarding will be produced by each Academy for their Council and for the Federation.

**Appendix 1: Raising Safeguarding Concerns about a Child**

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## **Appendix 2: Safeguarding Referral**

Heron's' Moor Academy uses CPOMS for the monitoring of Safeguarding and Child Protection issues. Working alongside the Academy's existing safeguarding processes, CPOMS will help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more.

Every member of staff across the Academy has an obligation to report any concerns which they may have using CPOMS. The system allows the Academy to record information in a central repository and have relevant people alerted immediately.

All staff that have access are expected to report their concerns using CPOMS, staff will still have the opportunity to ask for advice from the Safeguarding Team.

CPOMS Instructions can be found in Appendix 6

Anyone who does not have access to CPOMS will be expected to fill in an Academy incident form.

Academies to insert paragraph explaining this process

**For those members of staff that cannot access CPOMS , Supply staff, volunteers, external agencies each Academy will ensure that they are made aware of the Academies process required to report a Safeguarding incident using the following incident form.**



**Safeguarding Referral Form (to be used if a disclosure is made by a pupil or parent/carer)**

*This form should be used when pupil or parent/carer disclosed to any member of staff or volunteer that they or another pupil is suffering from, or is at risk of, abuse (defined as 'significant harm'. Please refer to the guidance overleaf before proceeding, and when completed, pass the form immediately to the Designated Safeguarding Lead or their Deputy.*

**1. Name of referrer:**

**2. The Pupil:**

Name

Parent/ Carer details:

Name(s):

Address:

Mobile/Phone:

**3. The Issue** (record of conversation – used continuation sheet if necessary)

- Record what was said by the pupil and by you
- Include as much detail as you can about any perpetrator
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil

**4. Did anyone else witness this disclosure?**

Name and contact or others present:

**5. Did the child/vulnerable adult give consent to share?**

Please state the exact words used:

**If not did you explain that you would have to share this information with the designated safeguarding Lead and who else might receive this information and why?**      **Yes**      **NO**

**6. Has the parent/carer been notified?**      **Yes**      **No**

If yes, what did they say?

Note exact words used by the parent/carer

**7. Additional Information**

Take into account issues of Data Protection, including any relevant background information about family situation etc. that you are aware of, any siblings or other young people who may be at risk, any support services or agencies involved with the young person.

**8. Any other comments**

Signed..... Time and date: .....

**Ensure the pupil is safe and being cared for before you leave them, and be clear what you have agreed about contacting them and their parent/carer.**

**This form and any notes taken must be passed to the Designated Safeguarding Lead or their Deputy as soon as possible and in any event no later than the end of the timetabled day. Keep a copy for yourself.**

If the allegation or complaint is made against the Designated Safeguarding Lead or their Deputy, this information should be passed directly to Principal.

## Dos and Don'ts

### Do:

- Allow the pace of the conversation to be dictated by the pupil
- Ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you
- Reassure the pupil that they have done the right thing
- Explain whom you will have to tell (the Designated Safeguarding Lead) and why

### Don't:

- 1 Burden the pupil with guilt by asking questions such as “why didn't you tell me before?”
- 2 Interrogate or pressure the pupil to provide information
- 3 Ask any questions that start with the words, how, what, when, where and why
- 4 Criticise any perpetrator
- 5 Promise confidentiality or make promises that you cannot keep such as “it will be alright now”

The TED Framework is useful:

**TELL ME**

**EXPLAIN TO ME**

**DESCRIBE TO ME**

**All forms should be signed off by the Designated Safeguarding Lead and filed securely. The outcome must also be recorded.**

Appendix 3: Academy Safeguarding Procedures *(to be adapted by each Academy)*

## Contacts and Key Personnel

<b>Name of Academy:</b>	<b>Hérons' Moor Academy</b>
<b>Telephone Number:</b>	<b>01934 427373</b>

### Designated Safeguarding Lead

<b>Name:</b>	<b>Julie Fox</b>
<b>Email:</b>	<a href="mailto:Julie.fox@clf.uk">Julie.fox@clf.uk</a>

### Deputy Designated Safeguarding Lead

<b>Name:</b>	<b>Dave Beesley, Donna Harris, Angela Donnelly, Karen Tucker</b>
<b>Email:</b>	<a href="mailto:Dave.beelsey@clf.uk">Dave.beelsey@clf.uk</a> , <a href="mailto:Donna.harris@clf.uk">Donna.harris@clf.uk</a> , <a href="mailto:Angela.donnelly@clf.uk">Angela.donnelly@clf.uk</a> , <a href="mailto:Karen.tucker@clf.uk">Karen.tucker@clf.uk</a>

### Principal

<b>Name:</b>	<b>Julie Fox</b>
<b>Email:</b>	<a href="mailto:Julie.fox@clf.uk">Julie.fox@clf.uk</a>

### Designated Councillor

<b>Name:</b>	<b>Paul Westwood</b>
<b>Email:</b>	
<b>Telephone:</b>	

### CLF Designated Safeguarding Lead Officer:

<b>Name:</b>	<b>Steve Bane</b>
<b>Email:</b>	<a href="mailto:Steve.bane@clf.uk">Steve.bane@clf.uk</a>
<b>Telephone:</b>	

### Academy Prevent Officer

<b>Name:</b>	<b>Julie Fox</b>
<b>Email:</b>	<a href="mailto:Julie.fox@clf.uk">Julie.fox@clf.uk</a>

### Academy E Safety Officer

<b>Name:</b>	<b>Rosie Vian/Vicky Green</b>
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Email:	<a href="mailto:Rosie.vian@clf.uk">Rosie.vian@clf.uk</a> <a href="mailto:Vicky.green@clf.uk">Vicky.green@clf.uk</a>
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## Local Authority Contact Information

### Local Authority Designated Officer (LADO)

Bristol	Nicola Laird	0117 9037795 07795 091020	<a href="mailto:nicola.laird@bristol.gcsx.gov.uk">nicola.laird@bristol.gcsx.gov.uk</a>
South Glos	Tina Wilson	01454 868508	<a href="mailto:Tina.wilson@southglos.gov.uk">Tina.wilson@southglos.gov.uk</a>
North Somerset	Julie Bishop	01275 888808	<a href="mailto:julie.bishop@n-somerset.gov.uk">julie.bishop@n-somerset.gov.uk</a>
BANES	Jackie Deas	01225 396810	<a href="mailto:Jackie_deas@bathnes.gov.uk">Jackie_deas@bathnes.gov.uk</a>

### Children's Social Care Services'

Bristol	0117 9036444
South Glos	01454 866000
North Somerset	01275 888808
BANES	01225 396339

### Local Safeguarding Board

Bristol	0117 9031414
South Glos	01454 866000
North Somerset	01275 888808
BANES	01225 396974

### Other Useful Contact Numbers

If there is an immediate risk of significant harm ring the Police on 999

The following telephone numbers may be useful for pupils:

Police Child Abuse Investigation Team: 0845 456 7000

Childline: 0800 1111

NSPCC: 0808 800 5000

## Dealing with initial allegation / disclosure of abuse

- 1 A member of staff suspecting or hearing an allegation of abuse:
  - must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
  - must not ask leading questions, that is, a question which suggests its own answer;
  - must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken;
  - must keep a sufficient written record of the conversation (if possible on the referral form in Appendix 2). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead.
  - Staff may share information directly with Children's Social Care or the Police if they are convinced that there is a risk of immediate serious harm and a direct report is the only way to ensure the pupil's safety and the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, the Principal, Executive Principal and the CEO are not available.
  - Preserving Evidence - All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

## 2 Reporting

- 2.1 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. All suspicion or allegation of abuse must be reported to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Principal.
- 2.2 All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 2.3 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- 2.4 CLF Academies will work with social care, police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

## 3 Action by the Designated Safeguarding Lead

- 3.1 The action will take into account:
  - The local inter-agency procedures of the Local Safeguarding Children Board relevant to the area where the Academy is based;
  - The nature and seriousness of the suspicion or allegation. Where it is considered that the child has suffered or is at risk of significant harm and/or that a serious criminal offence

has taken place will always be referred to children's social care or the police without further investigation within the Federation;

- Duties of confidentiality, so far as applicable;
- The wishes and feelings of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- The wishes of the complainant's parents/carers provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- The lawful rights and interests of the Federation community as a whole including its employees and its insurers;
- When deciding whether to make a referral, the Designated Safeguarding Lead should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead may consult with Children's Social Care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay;
- If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social care within 24 hours, using the agreed Multi-agency Form. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Children's Social Care again;
- The Academy will not do anything that may jeopardise a police investigation.

#### 4 Referral guidelines

4.1 A referral to Children's Social Care or Police will not normally be made where:

- The child has not suffered, or is not considered to be at risk of, significant harm;
- A referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents/carers; and
- The case is one that does not involve 'significant harm' and can be satisfactorily investigated and dealt with under the Academy's internal procedures, the parents/carers being kept fully informed, as appropriate.
- However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Safeguarding Lead will again consider whether a referral should be made in accordance with paragraph 5.1 above.

#### 5 Allegations against staff

5.1 The Federation has procedures for dealing with allegations against staff (and volunteers, agency staff and supply teacher who work with children) that aim to strike a balance between the need to protect children and young people from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow Part 4 of *Keeping Children Safe in Education* and Local Council Safeguarding Board arrangements.



- 5.2 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. This guidance is contained in the *Staff Manual*. Each Academy's policy on physical restraint is included in the physical contact guidance.
- 5.3 The procedure below is followed when staff or volunteers have (or are alleged to have):
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she works regularly or closely with children;
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 5.4 Any allegations not meeting this criteria will be dealt with in accordance with the [● name of county] Safeguarding Children Board's procedures. Advice from the LADO (Local Authority Designated Officer) will be sought in borderline cases.
- 5.5 The LADO will be informed immediately (and at the latest within 24 hours) and in any event within one working day of all allegations against staff and volunteers that come to the attention of the Academy and appear to meet these criteria. All such allegations must be dealt with as a priority so as to avoid any delay.
- 5.6 All staff, Councillors and volunteers in the Academy (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.
- 5.7 The Academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Parents and carers should be made aware of the reporting restrictions preventing publication of any material relating to allegations about staff. The Academy will liaise with the Local Authority Designated Officer (LADO), police and Children's Social Care as to managing confidentiality as appropriate.

## **6 Procedure for managing allegations against staff**

- 6.1 An allegation made against teachers and other staff (including volunteers, agency staff and supply teachers) must be reported immediately to the Principal of the Academy. Should the initial allegation first be made to any other member of staff, then that member of staff must either request the person raising the allegation to report it to the Principal or if that is not possible to pass details of the allegation to the Principal immediately (save where the matter concerns the Principal in which case the Executive Principal should be notified). Where appropriate, the Principal or Executive Principal will consult with the Designated Safeguarding Lead and the allegation will be discussed immediately with the LADO before further action is taken.
- 6.2 Where an allegation or complaint is made against the Designated Safeguarding Lead or any other member of staff or a volunteer, the matter should be reported immediately to the Principal.
- 6.3 Where an allegation or complaint is made against the Principal, the person receiving the allegation should immediately inform the Executive Principal, without first notifying the Principal.

- 6.4 If it is not possible to report to the Principal in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Executive Principal.
- 6.5 The person taking action in accordance with these procedures is known as the "case manager".
- 6.6 The LADO will be informed of all allegations which appear to meet the above criteria before further action is taken.
- 6.7 The Principal/Executive Principal will discuss the matter with the LADO and where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The Academy will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
- 6.8 The Academy may take action in the event of allegations against staff in accordance with its disciplinary procedures.
- 6.9 Disclosure of Information
- 6.9.1 The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
- 6.9.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.
- 6.9.3 Where the LADO advises that a strategy discussion is needed, or the Police or Children's Services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 6.9.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 6.10 Action to be taken against the accused
- 6.10.1 An Academy has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.
- 6.10.2 Where an investigation by the police or children's services is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.
- 6.10.3 It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Local Safeguarding Children Board.

## **7 Suspension**

- 7.1 Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:
- there is cause to suspect a child or other children at the Academy is or are at risk of significant harm;
  - the allegation warrants investigation by the police;
  - the allegation is so serious that it might be grounds for dismissal;
  - it is necessary to progress the investigation.
- 7.2 Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the Academy or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.
- 7.3 If suspension is deemed appropriate, the reasons and justifications will be recorded by the Academy and the individual will be notified in writing of the reasons usually within one working day. Appropriate support will be provided for the suspended individual and contact details provided.
- 7.4 At the conclusion of a case where an allegation is substantiated, the LADO and the Academy should review the circumstances of the case to determine whether there are any improvements to be made to the Academy's procedures and practices.

## **8 Criminal proceedings**

- 8.1 The Academy will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

## **9 Return to work**

- 9.1 If it is decided that the person who has been suspended should return to work, the Academy will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The Academy will also consider how to manage the contact with the child / children who made the allegation.

## **10 Reporting**

- 10.1 If the Federation ceases to use the services of a member of staff (or a Director, Councillor or Volunteer) because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service, PO Box 181, Darlington DL1 9FA, 01325 953795, [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk), will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the Federation, with a report being presented to the Cabot Learning Federation Trust Board without delay.
- 10.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the Academy in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 10.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

- 10.4 Early Years Foundation Stage – the Principal of the Academy will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of the allegation being made of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

## **11 Record keeping**

- 11.1 Details of allegations found to be malicious will be removed from personnel records.
- 11.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer.
- 11.3 An allegation that is unsubstantiated, unfounded or malicious will not be referred to in employer references.

## **12 Malicious or unsubstantiated allegations**

- 12.1 The Principal will consider whether to take disciplinary action in accordance with the Academy's behaviour policy where an allegation by a pupil is shown to be malicious or deliberately invented (as well as whether a referral to the police is necessary if there are grounds for believing a criminal offence may have been committed).
- 12.2 The allegation will also be removed from the personnel records and will not be included in references.
- 12.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the police to determine whether any action might be appropriate.

## **13 Timescales**

- 13.1 It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.
- 13.2 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Principal should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

## **14 Allegations against pupils**

- 14.1 A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply.
- 14.2 The Academy will take advice from Children's Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- 14.3 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Academy will ensure that, subject to the advice of children's social care, parents/carers are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

14.4 In the case of pupils whose parents/carers are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

## 15 Missing child procedures

15.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the Academy's separate Missing Pupil Policy for further details.

## 16 Bullying incidents

16.1 A bullying incident will be treated as a Child Protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

16.2 There may be occasions when a pupil's behaviour warrants a response under Child Protection Procedures rather than the Academy's disciplinary procedures. The Academy will take advice from children's social care as to the appropriate action to take. Parents/carers will usually be informed as soon as possible, unless it is not in the best interests of the child to do so.

## 17 Secure Academy Premises

17.1 The Federation will take all practicable steps to ensure that Academy premises are as secure as circumstances permit. Local Academy procedures cover emergency events including lock down procedures.

17.2 Visitors will be required to show picture identification and evidence of DBS clearance, where appropriate. Visitors unable to provide evidence of DBS clearance and/or picture identification will be accompanied by a member of staff at all times while on the Academy site.

17.3 In EYFS settings, under no circumstances are images, videos or audio recordings to be made without the prior consent of the Designated Safeguarding Lead or Principal. Where such recordings are to be taken, written permission must be obtained from parents/carers, who have the right to refuse. This consent may be obtained generally via a single permission form. Personal mobiles may not be used when children are present, but may be used in designated areas during break times; under no circumstances are images, videos or audio recordings to be made on personal mobiles.

## 18 Suspected harm from outside the Federation

18.1 A member of staff who suspects that a pupil is suffering harm from outside the Federation should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead.

## 19 Informing parents

19.1 Parents/carers will normally be kept informed of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the LADO, children's social care and/or the police before discussing details with parents/cares.

## 20 Monitoring

- 20.1 Any Child Protection incidents at the Academy will be followed by a review of the safeguarding procedures within the Academy and a prompt report to the Academy's Council. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the Academy's procedures.
- 20.2 The Designated Safeguarding Lead will monitor the operation of this policy, its procedures and implementation and ensure they are updated and reviewed regularly, working with the Councillors as necessary. The Academy Councils will also make an annual report to The Federation Trust Board.
- 20.3 The Federation Trust Board will undertake an annual review of this policy and its procedures including good cooperation with local agencies and the efficiency with which their duties under it have been discharged.
- 20.4 The Federation Trust Board will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

## Appendix 4: Preventing Radicalisation and Violent Extremism Policy

### 1 Background

- 1.1 Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies (such as school and academies) to have “due regard to the need to prevent people from being drawn into terrorism”.
- 1.2 The *Prevent Strategy*, published by the Government in 2011, has three specific strategic objectives:
  - To respond to the ideological challenge of terrorism and the threat we face from those who promote it;
  - To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
  - To work with sectors and institutions where there are risks of radicalisation that we need to address.
- 1.3 There is an increasing recognition that there is a need to safeguard children and young people and their families from violent extremism. We are aware of local situations where extremist groups have attempted to radicalise vulnerable young people in our community, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to radicalisation.

### 2 Definitions

- 2.1 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- 2.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 2.3 Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### 3 A risk- based approach

- 3.1 The national guidance requires academies to take a ‘risk based approach’ to the *Prevent Strategy*, in order to gain an awareness and understanding of the risk of radicalisation in the local area as well as in their institution, and to understand that no setting is risk-free.
- 3.2 Academies are required to focus on the risks of violent extremism, which represent the greatest threat at national level, while recognising that other forms of violence and extremism can, and do, manifest themselves. The revised Ofsted guidance (Sept 2014) states:  
*‘Inspectors should take into account whether learners are suitably protected from the risks associated with radicalisation and extremism’ and most importantly, that ‘learners feel safe’.*
- 3.3 An annual risk assessment will be carried out by the Designated Safeguarding Lead of each Academy in the format required by their Local Authority and Local Safeguarding Children Board.

### 4 The Principles

- 4.1 Preventing violent extremism will be seen as part of the safeguarding duties of all Academies in the Federation, and this Policy will be monitored as part of the Federation's overall Safeguarding Policy.
- 4.2 In general, Academies have a statutory responsibility to:
- At all times, and by all means, seek to create a safe environment for the entire Academy community;
  - Report any concerns about extremism relating to any pupil, family, staff member, Councillor or others associated with the Academy;
  - Work with external agencies, in particular, the Avon and Somerset Constabulary South West Counter Terrorism Unit, and Hate Crime Team,, the local Children's Safeguarding Board and the Local Authority Designated Officer, whilst always placing the welfare of the individual at the centre of any action taken.
- 4.3 The Academies Prevent Officer (insert name) will act as the lead for the Prevent agenda.
- 4.4 The Prevent Officer will ensure that:
- Staff are aware they have a duty to report any concerns relating to extremism and are trained to be able to identify children who may be vulnerable to radicalisation, and to know what to do when they are identified;
  - Staff recognise that pupils who are already vulnerable are the most likely to be targeted for radicalisation, and that they have pastoral support systems in place to meet their individual needs;
  - Staff work to build pupils' resilience to radicalisation by promoting fundamental 'British values' (see Appendix 5) and enabling them to challenge extremist views;
  - Monitoring the effect in practice of the school's Religious Studies curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
  - The Academy builds into the curriculum a range of activities that promote equality and community cohesion, celebrate diversity and are designed to encourage good relations between pupils from different backgrounds;
  - Safe spaces are created in the curriculum for pupils to discuss controversial issues in an age appropriate way, so that children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments;
  - Work is undertaken with staff and pupils to ensure that they have an appropriate understanding of E-safety and how to keep themselves safe on-line;
  - There is no promotion of any organisations linked to violent extremism, and that filters are in place to prevent pupils from accessing their resources on-line;
  - Processes are in place to ensure that no external speakers or visitors to the Academy promote any views that are contrary to their Equality policies or that encourage radicalisation or violent extremism.
- 4.5 In relation to pupils identified as at risk of radicalisation, the Designated Safeguarding Lead will:
- Act as the first point of contact within the Academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;



- Collate relevant information in relation to referrals of vulnerable pupils to the Avon and Somerset South West Counter Terrorism Unit; attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the Channel\* Co-ordinator; and sharing any relevant additional information in a timely manner

*\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.*

- 4.6 Preventing violent extremism work will not be directed at any specific ideology, religion, religious group or religious faith, or at the proponents of any other sets of beliefs. Its principal aim is to ensure that Academies are able to monitor, manage and deal effectively with the threat posed by any individual or group of individuals engaging in violent extremism in the name of ideology or belief.
- 4.7 Academies will make clear that there is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals who hold radical views do not become involved in extremist activity.
- 4.8 Academies can play a significant role in preventing radicalisation by fostering shared values and promoting community cohesion, which in turn, can prevent pupils from in getting involved in violent extremism.
- 4.9 The Federation values freedom of speech as a fundamental right in our society, however, recognises that free speech must be subject to the laws on equality and human rights, and to the policies of the Federation.
- 4.10 Academies also have Equality Act duties which they will actively implement and report on. These are to:
- Eliminate discrimination, harassment and victimisation;
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
  - Foster good relations across all protected characteristics.
- 4.11 The Federation recognises that effective engagement with parents/carers/families and the local community (including faith communities and supplementary schools) is also important, as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.
- 4.12 All Academies will review their existing policies to ensure they address Prevent issues (e.g. Health and Safety, E-Safety, Premises, Bullying and Harassment).

## 5 Indicators of vulnerability

- 5.1 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists target vulnerable individuals to drive a wedge between them and their families and communities. It is vital that Academy staff are able to recognise and support those who may be vulnerable. The Cabot Learning Federation are determined to protect young people from extremism and terrorism. This includes all forms of extremism across the spectrum: violent and nonviolent, from Islamist Extremism to the Extreme Far Right.
- 5.2 Indicators may include:
- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis :the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism

### 5.3 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

## 6 Values and Behaviours

- 6.1 In 2014, guidance was produced for maintained schools about incorporating 'British values' as part of their duty to promote SMSC (spiritual, moral, social and cultural curriculum) under Section 78 of the 2002 Education Act. These are defined as **'the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'** The guidance advises that attempts to promote systems that undermine fundamental 'British values' would be completely at odds with the duty to provide SMSC.
- 6.2 Promoting these values can be done through the taught curriculum, through collective worship, the Academy ethos and through positive role modelling.
- 6.3 Through their provision of SMSC, academies are expected to:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - enable pupils to distinguish right from wrong and to respect civil and criminal law;

- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

6.4 Academies will be expected to map *British Values* annually against the whole curriculum and to agree in which areas learning on these issues can be strengthened (See Appendix 5).

## 7 Teaching and Learning

- 7.1 Personal, Social and Health Education (PSHE) can also be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Pupils can be supported to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Academies can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.
- 7.2 Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It can equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld.
- 7.3 Academies will keep the curriculum under constant review to ensure that it promotes knowledge, skills and understanding to build the resilience of students, and undermines extremist ideologies and supports the learner voice. This will be achieved through:
- Embedding equality, diversity and inclusion, wellbeing and community cohesion in the curriculum;
  - Promoting wider skills development such as social and emotional aspects of learning;
  - Adapting the curriculum to recognise local needs and issues, challenge extremist narratives and promote universal rights;
  - Using teaching and learning strategies which explore controversial issues in a way which promotes critical analysis (where age appropriate);
  - Using external programmes or groups to support learning while ensuring that the input supports college goals and values;
  - Encouraging active citizenship and pupil voice.

## 8 Pupil Support

- 8.1 To ensure that pupils are protected, it is important to have in place good pastoral and support systems that support the most vulnerable. This should include:

- Maintaining strong and effective pastoral support services with staff who have thorough understanding of the Prevent agenda;
- Listening to what is happening in the Academy and the community and actively engaging in the local Prevent strategy working groups;
- Implementing anti-bullying strategies and challenging discriminatory behaviour;
- Helping pupils, parent/carers and staff know how to access support in Academy and or through community partners;
- Maintaining good communication links with parent and carers, and discussing any concerns with them;
- Supporting 'at risk' pupils through safeguarding and crime prevention processes;
- Focussing on narrowing the attainment gap for all students;
- Working with local faith and other equality communities and bring them into the Academy as role models.

## 9 Partnership

- 9.1 As required by the Guidance, Academies will work in partnership with local agencies working on this area, and will maintain robust external links with Local Authority Prevent Team, Channel, Prevent Community Police Team and Prevent Schools' Co-ordinators;
- 9.2 Where appropriate, Academies will take part in local strategic planning on the Prevent agenda;
- 9.3 Academies will develop any plans for implementing the duty in partnership with pupils and through the existing pupil voice processes.

## 10 Staff training

- 10.1 Where applicable, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead (and other staff or Councillors for whom it is identified as appropriate) will complete WRAP (Workshops Raising Awareness of Prevent) training and other specific training on Prevent. This will include an understanding of when to make referrals to the SWCTU and where to get additional advice and support.
- 10.2 Training on preventing violent extremism will be part of the induction and training of all staff, and Designated Safeguarding Leads will ensure that staff have the training that they need to implement the duty, are aware of the requirement to report any issues through the safeguarding procedures, and are able to identify behaviours of concern in pupils. Training will also address how Academy leaders and teachers can exemplify 'British Values' in their management, teaching and through general behaviours.
- 10.3 '*Keeping Children Safe in Education*' will be issued to all staff and identifies expected 'behaviours' to keep students safe.
- 10.4 Further training will be provided on an on-going basis to enable teachers and others to deliver the curriculum in a way that uses opportunities in learning to educate and challenge extremist ideas. This includes ensuring staff find opportunities to encourage students to respect other people and to promote good relations with particular regard to the protected characteristics set out in the Equality Act 2010.

## 11 Meeting religious and cultural needs

- 11.1 Academies will consult with their pupils, staff and parents/carers about their requirements in relation to their faith or religious practice.

11.2 Academies will try to meet any identified needs, where practicable, for example, providing dedicated multi-faith prayer space or meeting particular religious dietary needs.

## **12 Security of Premises**

12.1 Academies will review their site security measures and their procedures for dealing with visitors and with external speakers to ensure that no-one is able to enter the site and influence the pupils and encourage them in to radicalisation.

12.2 All Academies will have in place procedures for dealing with a major incident of terrorism or violent extremism e.g. lock down, and will carry out regular practices.

## **13 IT Policies**

13.1 Academies will regularly review their policies relating to the use of IT to ensure that they are up to date in terms of the threats that new social media etc. present, and contain specific reference to the Prevent Duty. They will specifically look at the use of filtering as a means of restricting access to harmful content. If appropriate, they will develop clear policies for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning. Guidance can be found in the CLF E-Safety policy.

13.2 E-safety will also be included in the curriculum for all pupils, whatever their age, and issues of radicalisation will be discussed as appropriate.

## **Appendix 5: British Values Statement (to be amended by the Academy)**

- 1.1 The Government guidance requires key 'British Values' are taught in all schools and academies. They define these in the 2011 Prevent Strategy as:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect
  - Tolerance of those of different faiths and beliefs
- 1.2 Cabot Learning Federation has clear policies on Equality and Diversity and is committed to promoting community cohesion and fostering good relations between all of the staff, pupils and their families who form part of our community.
- 1.3 We recognise and will celebrate the multi-cultural, multi- faith and ever-changing of the area in which our academies are based.
- 1.4 We understand the vital role the Federation can play in ensuring that groups or individuals within the Academies are not subjected to discrimination, bullying, harassment or intimidation and will actively promote our policies and procedures to address these issues.
- 1.5 We will work through our safeguarding policies and practices to prevent the radicalisation of our pupils by those wishing to unduly, or illegally, influence them.
- 1.6 We will actively implement our duties under the Equality Act 2010 to prevent discrimination against any individual or group, on grounds of religion or belief, race or ethnicity, gender reassignment, sex, disability and the other protected characteristics named in the Act.
- 1.7 The Federation is dedicated to preparing pupils for their adult life through the formal and informal curriculum, ensuring that it models, promotes and reinforces 'British values' to all its students.
- 1.8 Each Academy will use strategies within the National Curriculum and beyond, to secure such outcomes for pupils. Each year they will map how British Values are delivered in their institution, and any areas they intend to address.

## **2 British Values in Herons' Moor Academy**

The examples that follow show currently some of the many ways Herons' Moor Academy seeks to embed 'British values'.

### **2.1 Democracy**

Herons' Moor is a Values-based Education school. Each year the children decide upon their class contract and the rights associated with these. All the children contribute to the drawing up of the contract and sign it.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Two members for each class are voted in by their peers.

Each week, some children in years 1-6 are able to nominate and vote for children to achieve a "star of the week" certificate" or "special star chair" for younger children.

Each year staff are given a questionnaire (which can be anonymous) to air their point of view about all areas of school life. Points raised are brought up in staff meetings and addressed. Key stage meetings are

also a good opportunity for teachers to feel able to discuss issues about life here. We also have union representatives that can support us if needed.

Parents/carers are also given questionnaires to fill out about how to improve life at Herons' Moor. These issues are then discussed with staff and governors. There is an open communication link between the school and parents/carers – we have a pupil and family liaison team dedicated to ensuring all needs are met

Children are given a questionnaire to voice their opinions about school life. Staff are given time to address any issues that may have arisen from these.

## 2.2 The rule of law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

## 2.3 Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Values lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Our Values assemblies (held once a month) also encourage children to understand choices and boundaries and this message is delivered in a child friendly manner.

## 2.4 Mutual Respect

As a Values-based Education School, mutual respect is at the heart of our values and is the first Value in our two-year cycle. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. We share our school facilities with a special needs school who educate children with a wide variety of additional needs. Herons' Moor children work regularly with these children and are very accepting with children with different disabilities. They enjoy doing linked work together such as country dancing, making Christmas and Easter decorations as well as holding joint assemblies.

## 2.5 Tolerance of those of different faiths and beliefs

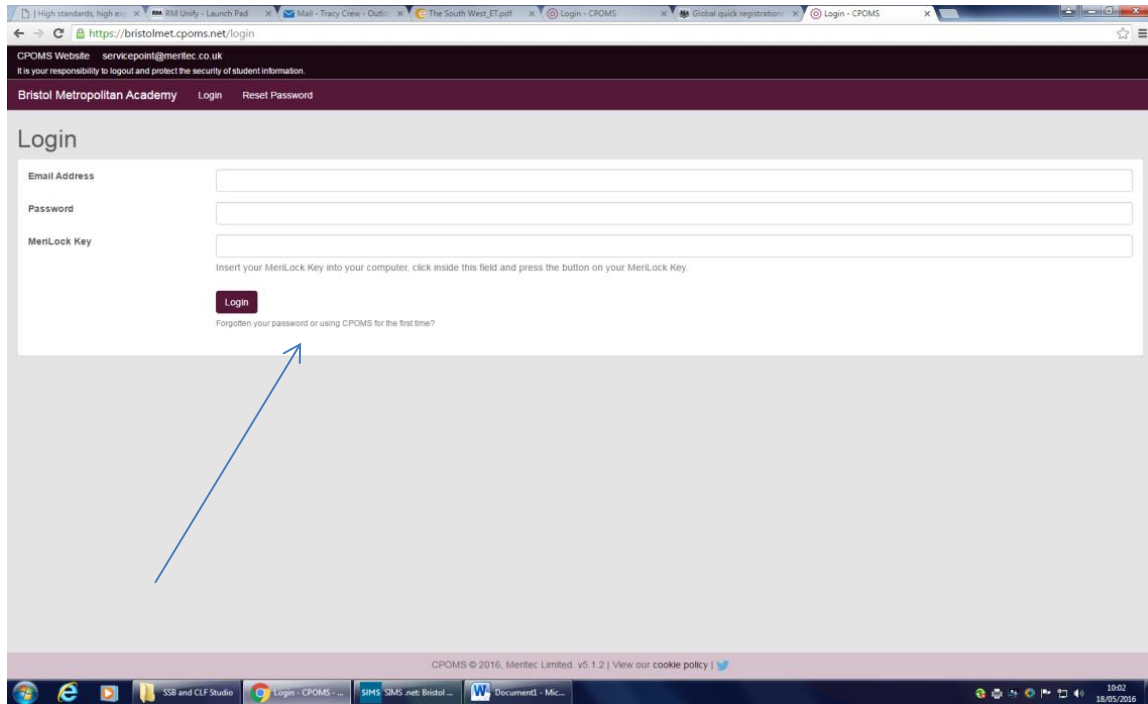
Herons' Moor is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and Values teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. We also hold an International week every year with our partner school to encourage children to learn and celebrate different cultures.

## Appendix 6 CPOMS

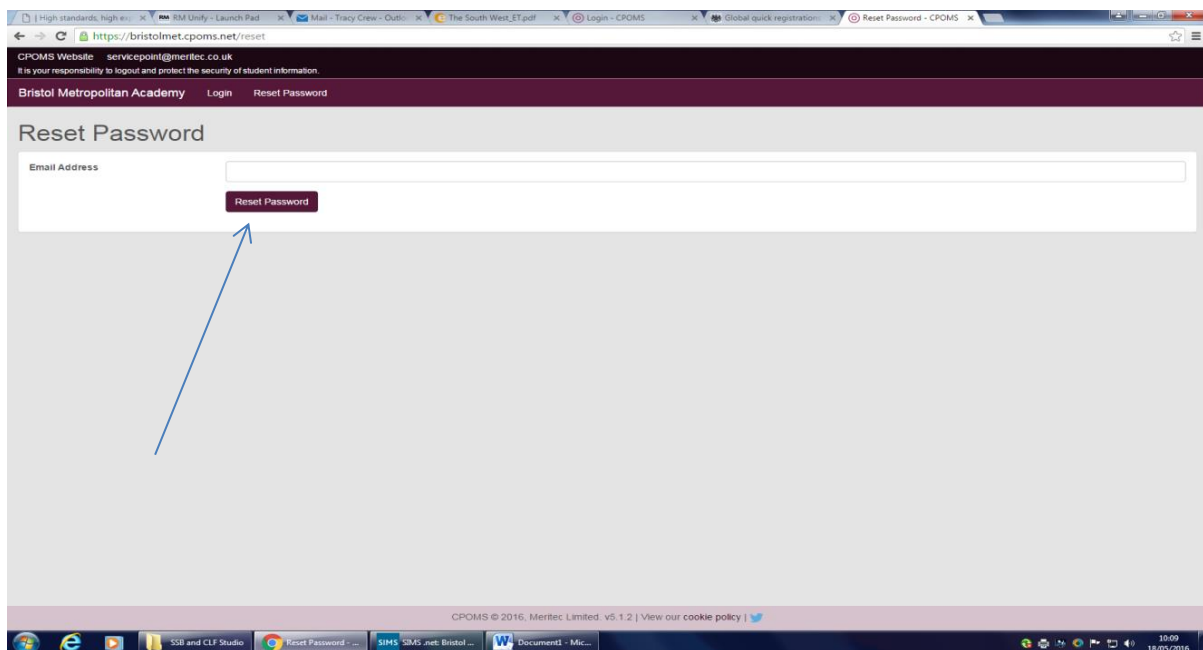
# CPOMS

## SIMPLE LOGGING ON INSTRUCTIONS

Type this address Academy CPOMS address into your search bar. You will arrive at this screen.



If you have clicked on ***“Forgotten your password” or you are using CPOMS for the first time*** you will arrive at this screen.



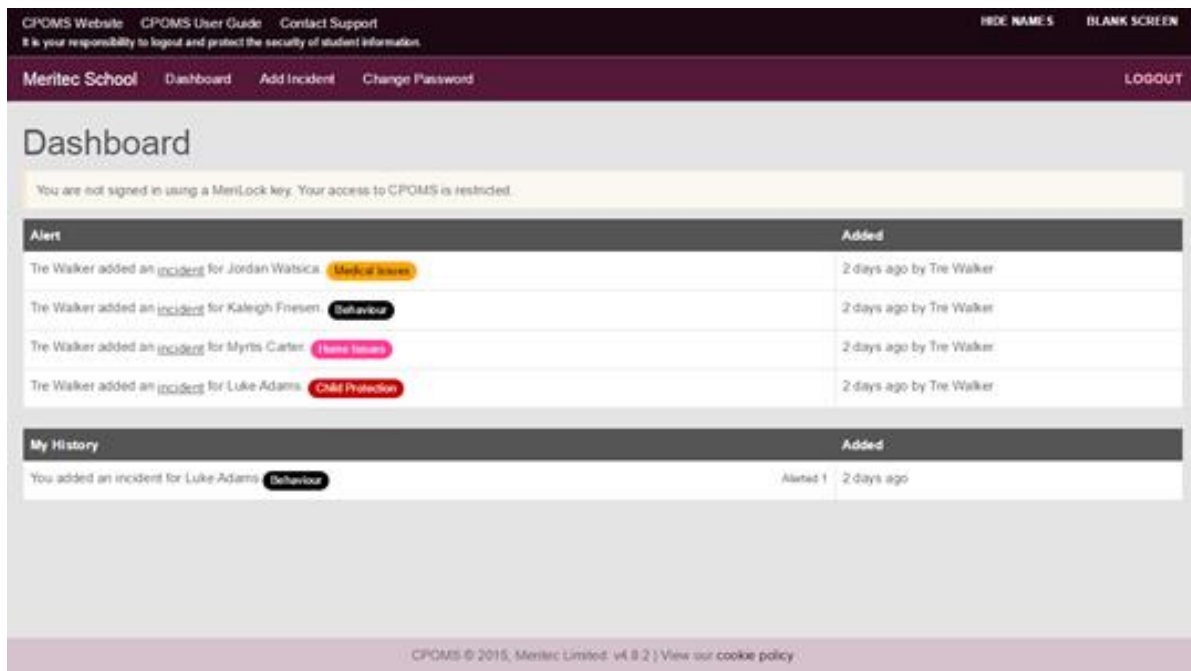
Type in your work email address (i.e [jblogs@bristolmet.net](mailto:jblogs@bristolmet.net)) and click on **Reset Password**. An email will be sent to you with your new password.



Return to the original screen.

Enter your email address and password and click on **Login.**

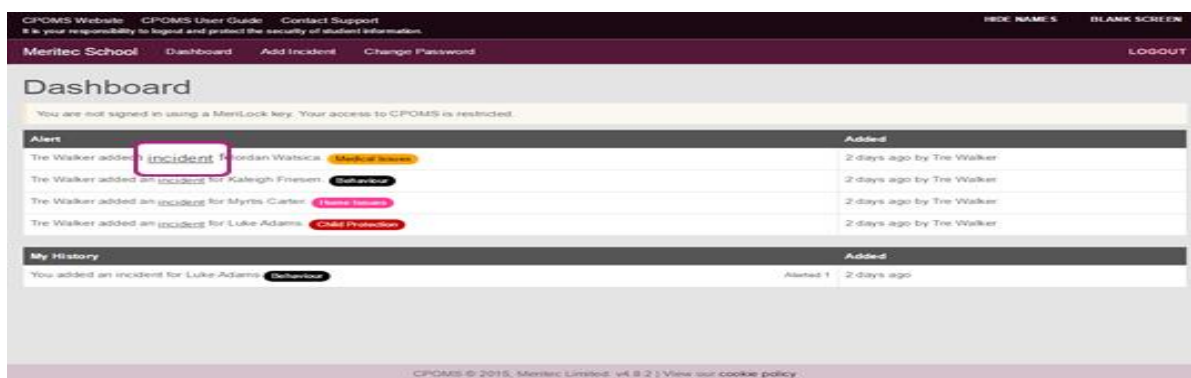
Your Dashboard will open.



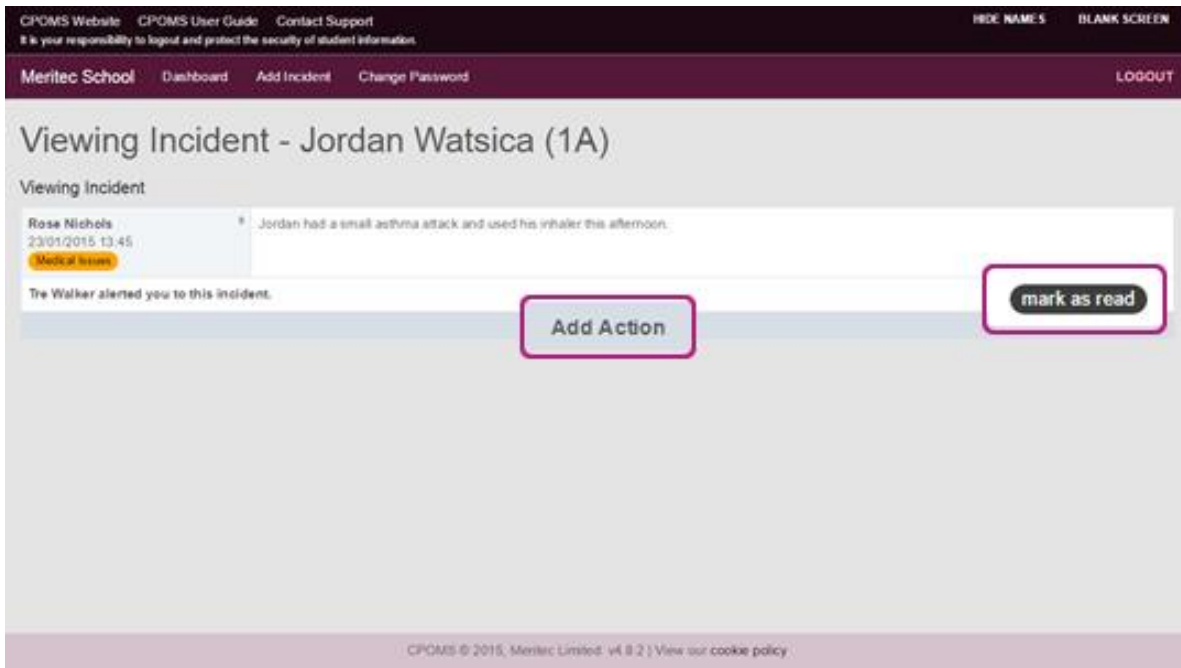
### **Restricted Access Dashboard**

With restricted access you will only be able to add incidents and view those that you have been alerted to, and therefore you do not require key access. When you are logged in without a key, you will be notified that: 'You are not signed in using a MeriLock key. Your access to CPOMS is restricted.'

Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the incident alert was created. If you click on the word incident you will be taken directly to view the incident. Once you have read the incident, you can mark as read to acknowledge that you have seen the incident and understand the content.

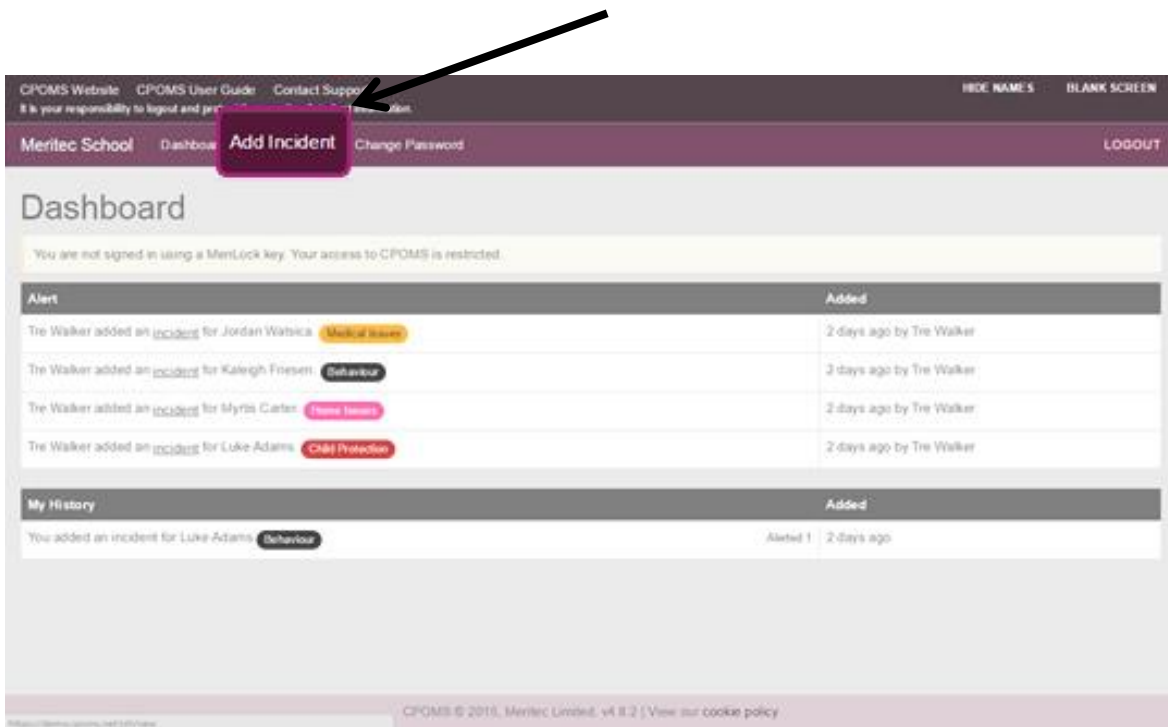


However as you do not have key access, once you have marked as read, the alert will disappear from your alerts dashboard and you will not be able to read it again **therefore if you are required to add any actions make sure to do this before you select the 'mark as read'.**



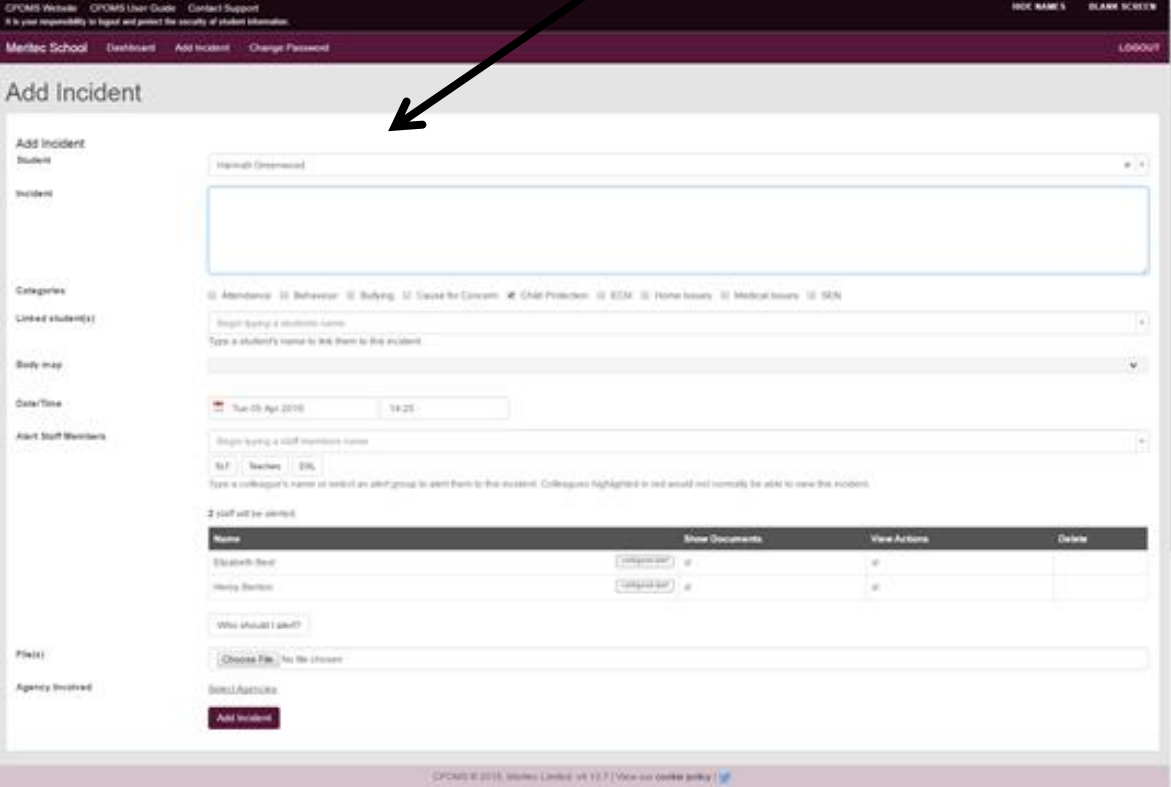
### Adding An Incident

To add an incident to the system click on the **Add Incident** Link at the top of the screen.



This will take you to the incident page where you can proceed to fill in all the required information.

- To select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey.

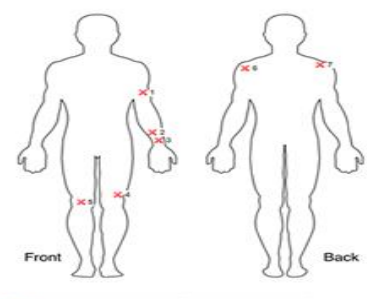


The screenshot shows the 'Add Incident' form with the following fields and options:

- Student:** Harish Deshpande (selected)
- Incident:** Large text area for details.
- Categories:** Radio buttons for Attendance, Behavior, Bullying, Cause for Concern, Child Protection, EOM, Home Issues, Medical Issues, SEN.
- Linked student(s):** Search box for linking other students.
- Body map:** Dropdown menu.
- Date/Time:** Date: Tue 05 Apr 2020, Time: 14:25.
- Alert Staff Members:** Search box for staff members.
- Staff will be alerted:** Table with columns: Name, Show Documents, View Actions, Delete.
 

Name	Show Documents	View Actions	Delete
Elizabeth Best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Henry Barton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- File(s):** Upload button.
- Agency Involved:** Text input field.
- Buttons:** Add Incident, Cancel, Back.

- If you have selected the wrong name click the delete button to choose an alternative.
- Fill in the incident box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific, as once you submit the incident, you cannot delete it.
- After you have filled in all of the details of the incident you need to select the cause for concern category to assign it to.
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also select to copy any documents added to the linked student.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Select a time and date. These will both default to the current time and date you are adding the incident however if you wish to change it to when the incident actually occurred you can do so here.

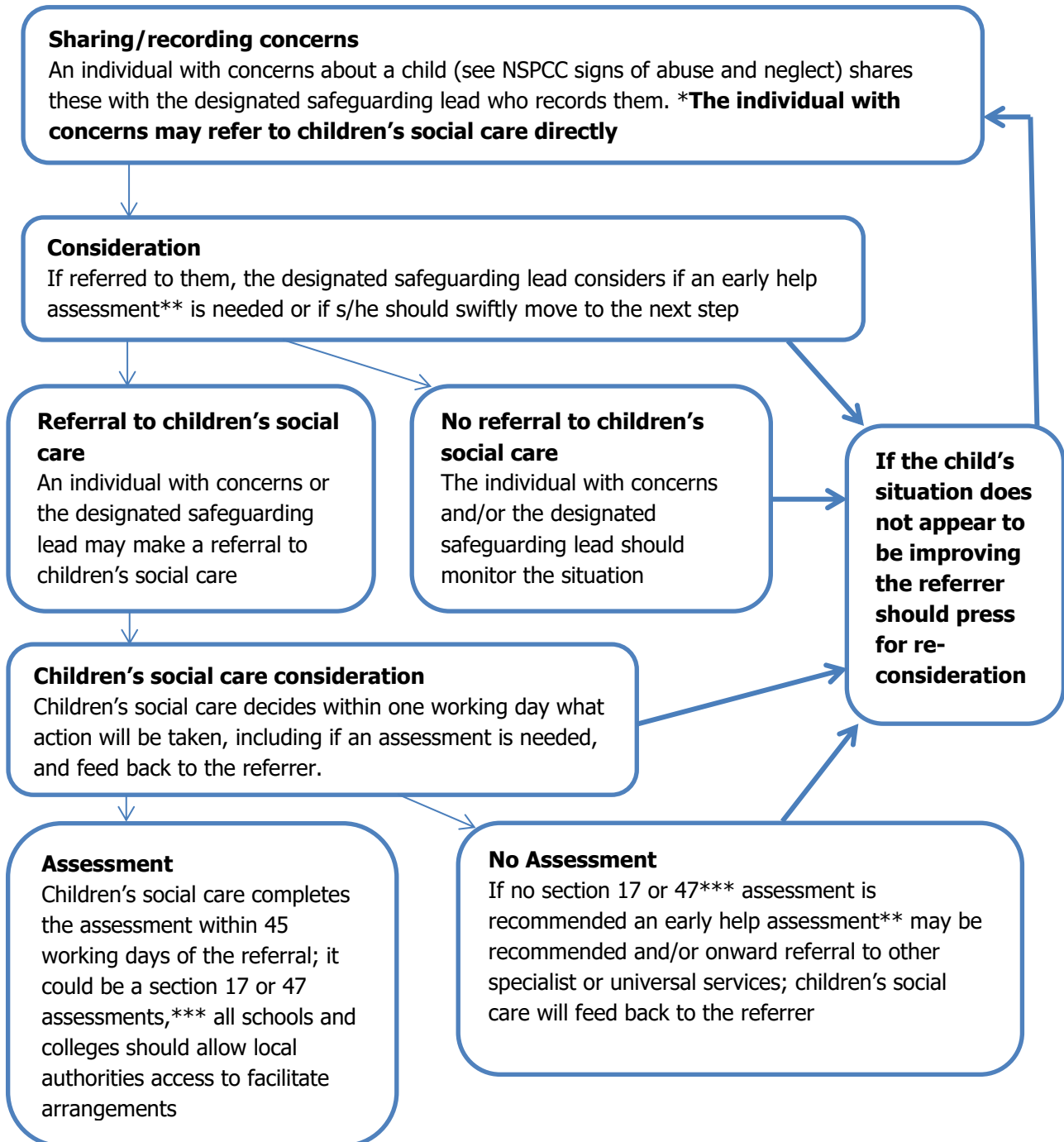


- Next you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively you can select to alert an entire user-group by choosing the specific tick box.
- If you want to upload a document to the incident e.g. social services letter, previous school case notes, meeting minutes etc. you can do so at this point. Select the browse button to find the relevant document on your pc and add as you would an email attachment.
- Lastly, you can add agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all this has been done you can select the **Add Incident button and submit**. This will then send email alerts to all the selected staff members telling them that they need to log into CPOMS to look at a newly added incident.

## Appendix 7 Referral Process -Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services

**If you have concerns about a child...**

<p>If a child is at immediate risk call the <b>POLICE</b></p>	<p><b>POLICE 999</b></p>
<p>To make an <b>URGENT</b> referral, i.e. a child is likely to suffer or is suffering significant harm, call <b>First Response</b></p>	<p><b>FIRST RESPONSE</b> <b>0117 9036444</b> (Out of Hours Emergency Duty Team 01454 615 165)</p>
<p>To make a <b>NON-URGENT</b> referral, contact <b>FIRST RESPONSE</b> using the online form (must have parental/carer consent).</p>	<p><b>FIRST RESPONSE Online form</b> <a href="https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response">https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response</a></p>
<p>To raise concerns and ask for advice about radicalisation (also contact First Response).</p>	<p><b>PREVENT DUTY</b> <b>01278 647466</b> <a href="mailto:PreventSW@avonandsomerset.police.uk">PreventSW@avonandsomerset.police.uk</a></p>
<p>For advice and guidance about whether to make a referral.</p>	<p><b>Early Help</b> (North Somerset) <b>01934 426329</b></p>

**If you have concerns about a professional working with a child...**

<p>To raise concerns and ask for guidance in relation to the conduct of someone who works with children</p>	<p><b>Local Authority Designated Officer - (LADO)</b> <b>Julie Bishop</b> <b>T: 01275 888808</b></p>
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For information, advice and guidance in relation to safeguarding policy and procedures.

## North Somerset Safeguarding Board

01275 888 808 - Monday to Thursday 9am - 5pm, Friday 9am - 4:30pm

01454 615 165 - Out of hours and at weekends

## Appendix 8: Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

### 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 (county lines), 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 go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### 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. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Further information can be found at <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>



## 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”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

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

### Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious crime.

The indicators can include:

- Child withdrawn from family;
- Sudden loss of interest in school or change in behaviour. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice);
- Being emotionally 'switched off', but also containing frustration / rage;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason, or breaking parental rules consistently;
- Sudden change in appearance - dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour;
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries;

- Graffiti style 'tags' on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Breaking off with old friends and hanging around with one group of people;
- Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members;
- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs;
- Going missing;
- Being found by Police in towns or cities many miles from their home;
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past;
- Being scared when entering certain areas; and
- Concerned by the presence of unknown youths in their neighbourhoods.

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### **Sexual violence and sexual harassment between children in schools and colleges**

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and Lesbian, Gay, Bisexual and Transgender children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual violence and sexual harassment?**

Sexual violence it is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

- **Rape:**

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

- **Assault by Penetration:**

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

- **Sexual Assault:**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

- **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

- **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A

victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

### **Upskirting**

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

### **Children with family members in prison**

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

<https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>104</sup> that requires a different approach (see following section).

### **FGM**

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

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is

used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance <https://www.gov.uk/guidance/forced-marriage> and Multi-agency guidelines, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may

contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### **The Prevent duty**

The Prevent duty All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel can be found at

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

#### Additional support

The Government has published further advice for schools on the Prevent duty.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

[https://www.elearning.prevent.homeoffice.gov.uk/prevent\\_referrals/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html)

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. Educate

[https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html)

**Against Hate**, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

<https://educateagainsthate.com>

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. <https://preventforfeandtraining.org.uk/> This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **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.

### **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 from the team for a call 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 <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- SafeLives: young people and domestic abuse. <https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

### **Online Safety**

The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying. (KCSIE 2018).

The school will ensure it is proactive in addressing online safety through:

- **Education** of pupils through the curriculum;
- **Keeping parents up to date** on how to support keeping their children safe online;
- **Reviewing online safety practices** as part of a whole school approach to online safety;
- **Filtering and monitoring** to protect users but not leading to unreasonable restrictions;
- **Staff training** which is integrated, aligned and considered as part of the overarching safeguarding approach;
- **Information sharing** to enable the school community to be kept up to date.

### Hate Crime

Staff need to demonstrate a knowledge and understanding of Hate crimes which are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- Disability
- Race or ethnicity
- Religion or belief
- Sexual orientation
- Transgender identity

This can be committed against a person or property. The victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.

### Homelessness

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

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



(<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets> ) The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised 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’s services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation here.<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

Ratified by Academy Council 12 <sup>th</sup> October 2020					