



The Harefield Academy

Achievement through Active Learning

**Draft update awaiting ratification
at GB meeting on 24.09.18**

Safeguarding Policy

Updated September 2018

Approved by:

Signed by:

Approved on:

Review date:

Responsibility for review: Headteacher/Chair of Governors

Any reference to The Harefield Academy in this policy also includes the boarding provision offered at the Lord Adonis House. By default all nomenclature covers the day school and boarding provision.

Introduction	3
Definition	4
The Academy commitment.....	4
Staff and Governor training	4
Safer recruitment and selection	5
Visitors	5
School Procedures	6
The Headteacher’s responsibility.....	6
The Designated Safeguarding Lead’s responsibility.....	7
All Staff Responsibilities.....	8
The Responsibilities of Students.....	8
Supporting Students	8
Early Help	10
Supporting Staff	10
Partnerships with Parents.....	10
General Data Protection Regulations (GDPR).....	11
Health and safety	11
Physical Intervention	11
Attendance.....	12
Prevention of Radicalisation	14
Statutory Duties	14
The Role of the Curriculum	15
Preventing violent Extremism Roles and Responsibilities of the Single Point of Contact (SPOC)	15
The Use of The Academy’s Premises	15
Statutory definition of Child Sexual Exploitation (CSE).....	15
Mental Health	18
Female Genital Mutilation (FGM)	19
Safeguarding against Forced Marriage	20
The “One chance” rule.....	20
Technology	21
Policy Review	23
Form for Visiting Speakers	24

INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should *always* act in the interests of the child.

For all staff knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they must always speak to the Designated Safeguarding Lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care:

- Hillingdon social Care 01895 556644
- Harrow Social Care 0208 901 2690
- Hertfordshire Social Care 0300-123-4043/01438-737511
- Ealing Social Care 0208 825 8000
- London Safeguarding Children Board (all local Safeguarding Board contact details can be found here): <http://www.londonscb.gov.uk/>

For Students

- Childline 0800 1111
- NSPCC 0808 800 5000

This Policy is informed by the following:

- DfE: Keeping children safe in education, September 2018
- Serious Crime Act 2015
- The Prevent Duty Guidance 2015, (updated July 2015, March 2016)
- LSCB: London Child Protection Procedures updated May 2018
- DfE: Use of reasonable force in schools, July 2013
- DfE: Working together to safeguard children 2018
- DfE: Mental Health and Behaviour in Schools, March 2015
- Child Sexual Exploitation 2017
- Sexual Violence and Sexual Harassment between Children May 2018

And should be read in conjunction with the following:

Staff Code of Conduct
Supporting Students with Medical conditions
Data Security, E-safety and acceptable use of ICT Policy
Behaviour Policy
Home School Agreement
Health and Safety Policy

DEFINITION

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is one part of safeguarding and promoting welfare, and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm.

THE ACADEMY COMMITMENT

We are committed to safeguarding and promoting the welfare of all our students. We recognise that some children may be especially vulnerable to abuse, and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance.

STAFF AND GOVERNOR TRAINING

We will ensure that every member of staff and every Governor receives annual Safeguarding training at the start of the year in line with Part One of Keeping Children Safe in Education Sept 2018, so that all members of The Academy community are aware of their responsibility towards Safeguarding and confident to deal with situations when they arise.

Staff who are new to The Academy will receive training at different points throughout the year, dependent on when they join.

The Designated Safeguarding Lead will be trained to Level 3 and will undergo refresher training at 2 yearly intervals.

The Role of the Governors

The Governing Body has set out its commitment to Safeguarding in this policy and it will continue to do all it can to ensure that The Academy is a safe environment for staff, students and visitors accessing the site.

The Governing Body has appointed a named Governor for Safeguarding: Sandra Charter and reviews termly reports on all Safeguarding related matters, including reporting and addressing all weaknesses and deficiencies.

The Governing Body has ensured that Safeguarding is considered as part of all recruitment.

The Governors take all reasonable steps to ensure that all statutory health and safety responsibilities are met.

It is the Governors responsibility to ensure that:

- The Academy has a Safeguarding Policy.
- All school Governors have an enhanced DBS check.
- Ensure all students are taught about Safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- They must have regard to Keeping Children Safe in Education statutory guidance for schools and colleges September 2018.
- To ensure that all policies, procedures and training at The Harefield Academy are effective and comply with the law at all times.
- The Governing Body must utilise the experience and expertise of their staff when shaping Safeguarding policies.
- They know what to do if an allegation of abuse is made against the Headteacher.
- Be aware and take the appropriate advice about conducting a Disciplinary Hearing, if an allegation is made against a member of staff that results in the need for a Hearing.
- Ensure that The Academy's Safeguarding arrangements take into account the procedures and practices of the LA as part of the inter agency Safeguarding procedures set up by the Local Safeguarding Children Board (LSCB) and should ensure appropriate filters and monitoring systems are in place with regards to internet use.

SAFER RECRUITMENT AND SELECTION

We will ensure that all appropriate measures are applied in relation to everyone who works in The Academy who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks. In addition, The Academy will ensure that its Single Central Record is meticulously maintained. HR hold a list of all Safer Recruitment trained staff. All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of Safeguarding children with each candidate.

VISITORS

Visitors to The Academy are made aware of our Safeguarding policy on arrival and are given information about what to do if they are concerned about any aspect of child welfare.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to students without a member of staff being present.

Staff must not invite speakers into The Academy without first obtaining permission from a member of the Senior Leadership Team along with the Designated Safeguarding Lead. (Content to be advised and approved before permission is granted.) Staff must complete a Visiting Speaker's Form and pass it directly to the Designated Safeguarding Lead – see appendices.

Where Departments have a schedule of speakers for the academic year they are to pass all scheduled calendar appointments to the Senior Leadership Team and the Designated Safeguarding Lead.

Visitors on Site

Staff and students at The Harefield Academy have the right to work in a calm, respectful environment, The Academy will not tolerate verbal or physical threatening, intimidating behaviour towards any student or any member of staff. Any visitor found to be acting in such a manner will be removed from The Academy with the possibility of legal action and a ban from the school premises.

SCHOOL PROCEDURES

We will comply with DfE guidance on 'Keeping children safe in education' at all times.

- Designated Safeguarding Lead - **Kate Barrett**
(DL: 01895 827906 kbarrett@theharefieldacademy.org)
- Deputy Designated Safeguarding Leads:
Fiona O Sullivan (DL: 01895-827961 fosullivan@theharefieldacademy.org)
- **Cecelia Bolger** (DL: 01895 827904 cbolger@theharefieldacademy.org)
- Head of Boarding:
Matt Harrison 01895 827797 mharrison@theharefieldacademy.org

All parents/carers are made aware of The Academy's Safeguarding Policy via the website and new parents/carers are given a presentation during the new Year 7 Parents and Carers' evening, in order to ensure they are clear of our expectations in relation to Safeguarding.

Our Safeguarding Policy is reviewed annually and all new members of staff given Safeguarding training as part of their induction.

If any member of staff has a Safeguarding concern, they should report it to one of the Designated Team **in person or by telephone without delay.**

Safeguarding information for students

All students are aware of a number of staff to whom they can talk in the event of any Safeguarding concerns arising. The Academy is committed to ensuring that students are aware of behaviour towards them which is not acceptable and how they can keep themselves safe; this is relayed to students through the PSHE Programme which is delivered during Tutor time and through regular assemblies by the Designated Safeguarding Lead and The Academy's Safer School's Police Officer PC Simon Gaster.

THE HEADTEACHER'S RESPONSIBILITY

The Headteacher will ensure that the Safeguarding Policy adopted by the Governing Body is fully implemented and followed by all staff. In addition, she will ensure that sufficient resources and time are allocated to enable the Designated Safeguarding Lead to discharge her responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children.

Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies.

THE DESIGNATED SAFEGUARDING LEAD'S RESPONSIBILITY

The Designated Safeguarding Lead **Kate Barrett (DSL)**, will take responsibility for all child protection referrals and ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern.

She will be responsible for ensuring the Inter-Agency Referral/Early Help Assessment/e-CAF is completed in a timely manner and followed up to ensure the well-being and safety of the child.

The **DSL** will also take responsibility for investigating and referring where necessary to the Local Authority Designated Officer (LADO), any allegations against a member of staff.

- If the allegation concerns the DSL this will be referred to the Headteacher.
- If the allegation concerns the Headteacher, this will be referred to the Chair of Governors.
- An allegation against the Chair of Governors should be reported directly to the Designated Officer.

The LADO for Hillingdon is: **Rob Wratten 01895-250975**
rwratten@hillington.gov.uk

The Clerk to the Governors is: **Sue Littman**

The Safeguarding Governor is: Sandra Charter (**contactable via Clerk to Governors**)

If any member of staff has any concerns about safeguarding in school including whistle blowing procedures, they should raise these with the Designated Safeguarding Lead, Headteacher or the Chair of Governors.

If the member of staff is not able to raise these concerns within school they may go to the Local Safeguarding Board (LSCB) or Ofsted at whistleblowing@ofsted.gov.uk.

It is recognised that any matter concerning child protection is confidential, and the Designated Safeguarding Lead will disclose any information on a need to know basis only. The only exception to this is if a disclosure is made that indicates a student may be at risk of harm or being harmed. We are then required by law to share information with other agencies.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep a secret.

All Staff Responsibilities

- All staff are responsible for Safeguarding the students in their care and are accountable for the way they exercise authority, manage risk, use resources and protect students from discrimination and unavoidable harm.
- All staff should identify students who would benefit from 'early help'. They should raise this with the relevant student Year Manager and the Designated Safeguarding Lead.
- Must be aware of their duty to safeguard children and to protect them from physical and emotional harm.
- Refer all concerns/incidences reported to them to the Designated Safeguarding Lead.
- Must personally report to the police a disclosure that FGM has been carried out in addition to liaising with the DSL.
- Must be aware that they cannot promise a child to keep a secret.
- Have a professional responsibility to share information with other agencies in order to safeguard children.
- Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.

For all staff knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they must speak to the Designated Safeguarding Lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

The Responsibilities of Students

- All students have a responsibility to demonstrate The Academy values and aims and to report - in the appropriate way - anything that is concerning or worrying them.

The concept of Significant Harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and young people. It gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. This was amended by the Adoption & Children Act 2002 to include, "for example, impairment suffered from seeing or hearing the ill-treatment of another".

Supporting Students

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that The Academy may provide the only stability in the lives of the children who have been abused or who are at risk of harm.
- We recognise that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.
- We recognise that some children who have experienced abuse may in turn abuse others.
- We recognise that there are additional barriers that exist when recognising the abuse of students with SEN-D. Staff are all aware of SEN-D students and their specific needs through Student Passports. Further support can be gained by speaking to the SEN Department.

- We also recognise that, in the home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

The Harefield Academy will endeavour to support all its students through:

1. The curriculum, to encourage self-esteem and self-motivation.
2. The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
3. A coherent management of behaviour.
4. A consistent approach which recognises and separates the cause of behaviour from that which the child displays.
5. Liaison with other professionals and agencies who support children and parents.
6. A commitment to develop productive support relationships with parents whenever it is in the child's interest to do so.
7. The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in Safeguarding situations.

Providing continuing support to a student about whom there have been concerns who leaves The Academy by ensuring that the appropriate information is forwarded under confidential cover to the student's new school.

Contextual Safeguarding/Peer on Peer Abuse

Contextual Safeguarding (CS) is an approach to safeguarding that supports practitioners to recognise and respond to the significant harm young people experience beyond their families.

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, domestic violence, bullying and grooming/child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, into exploitative networks, and/or gender based violence young people have told practitioners, researchers and journalists about risks they have faced in educational settings.

Furthermore, studies have found that there are a number of ways that schools can guard against, or effectively respond to, these issues and become sites of safety and protection for young people – from 'designing-out' opportunities for abuse to occur and creating opportunities for bystander interventions through to offering high quality and embedded relationships and sex education and providing trusted and sustained relationships between adults and young people.

As such it is critical that when young people experience abuse and violence and this is in some way associated to their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors need to be identified, explored and addressed.

To enable us to identify, explore and address such concerns we will do so in line with our robust safeguarding practices along with utilising the Contextual Safeguarding School Assessment which has been developed by the University of Bedfordshire with Hackney Children and Families Services to support practitioners to consider how to assess and develop responses to risks in school.

For further information visit: <https://www.contextualsafeguarding.org.uk/>

Early Help

This is universal help that we can offer through school.

All staff need to be able to identify students who need this level of support these are our vulnerable students in school. These students are usually our more disadvantaged students, SEN-D, and LAC.

A Safeguarding concern may be raised and the early help can be put in place to support these students. The Year Teams and Designated Safeguarding Lead, can all use the Hillingdon Assessment Tool to then make informed decisions on support that the students would benefit from in school or then make referrals to an appropriate outside agency.

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second.

If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff must consider that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs, and in doing so must report their concerns in line with our safeguarding procedures.

We understand that children with SEND have a higher risk of being left out, of being isolated from their peers, and they can be disproportionately affected by bullying.

In order to pro-actively monitor safeguarding within the school professionals should be alert to the potential need for early help to a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family presenting problems in areas such as substance abuse, adult mental health problems or domestic violence;
- has returned home to their family from care;
- is showing early signs of abuse or neglect.

If the student is at risk of significant harm then the issue will be dealt with as a child protection referral to the Designated Safeguarding Team.

SUPPORTING STAFF

We recognise that staff working in The Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to signpost support as appropriate.

PARTNERSHIPS WITH PARENTS

All parents will be made aware of the Designated Safeguarding Lead's responsibility with regard to Safeguarding referrals when their child starts at The Academy and of how to raise a concern regarding Safeguarding with The Academy.

We recognise that it is important that The Academy has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

We recognise that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk.

Where possible school staff should work with and share information with parents.

General Data Protection Regulations (GDPR)

The Editorial Board of the London Child Protection Procedures has considered what changes are required to the Procedures to ensure compliance with the General Data Protection Regulations (GDPR) - implemented through the Data Protection Act 2018. As a result, the Board recommends that '**legal obligation**' and '**public task**' (as defined in the GDPR) are relied on as the primary basis for processing information to establish whether or not there is a need to safeguard the welfare of a child. This means that, whilst families will be informed when personal data is being shared or processed, their consent will not be required.

The significance of this change is that it is no longer necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child (i.e. removing the distinction between information sharing for the purposes of assessing need or child protection). It does, of course, continue to be good practice to inform parents / carers that you are sharing information for these purposes and to seek to work cooperatively with them. Agencies should also ensure that parents /carers are aware that information is shared, processed and stored for these purposes.

How can parents/carers raise concerns?

Any parent or carer with a Safeguarding concern regarding a child at The Academy, whether that concern has arisen within or outside of The Academy, should contact **Kate Barrett on 01895-827906**, by telephone at the earliest opportunity.

HEALTH AND SAFETY

School Health and Safety procedures reflect the consideration we give to the protection of our children both within The Academy environment and when away from The Academy undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in The Academy community.

PHYSICAL INTERVENTION

The Academy's view on Positive Handling acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical intervention must be recorded in The Academy's log and reported by the **DSL** to the **Designated Officer**. It is understood that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Examples of where physical intervention in a school context is appropriate is included in our behaviour policy.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching Procedures

In line with DfE Guidance and The Education Act 1996, the Headteacher and authorised staff members (SLT/DSL/Student Managers) can search students, including their bags, phones/devices and their lockers, **with their consent for any item**. The ability to give consent may be influenced by the child's age, however in a secondary school setting, it is assumed that all students will be able to give consent. The Academy is not required to have formal written consent for this sort of search; it is enough for example, to ask a student to turn out their pockets. Permission does **not** need to be sought from parents or carers. Please refer to our 'Procedure for Searching and Confiscation' document which is available on the school website for more detailed guidance.

The Headteacher and authorised staff members may also search students, their phones/electronic devices and their lockers **without their consent** if they believe they are in possession of any of the following:

- Knives or weapons, laser pens, alcohol, illegal drugs and other substances, for example 'legal highs' and stolen items.
- Tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images.
- Any article that The Academy reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- Any item banned by The Academy rules which has been identified as an item which may be searched for.
- Any item which The Academy believes to have been stolen.

For further information on searching procedures, please refer to our 'Procedure for Searching and Confiscation' document which is available on The Academy website.

ATTENDANCE

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The Academy expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'missing in education'. (CME) Please refer to our Attendance Policy which can be found here: [Attendance Policy](#)

Parents/Carers are required to provide two emergency contact numbers that we can call in the case of an emergency. This has been conveyed to parents/carers via In-touch and in the Headteacher's end of year letter home to parents/carers.

Children who run away or go missing

Safeguarding and promoting the welfare of children is a key duty of local authorities and requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing School can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation. The Academy will inform the local authority when planning to take students off-roll when they:

- leave school to be home educated;
- move away from The Academy's location;

- will remain medically unfit beyond compulsory school age;
- are in custody for four months or more (and will not return to The Academy afterwards); or
- are permanently excluded.

The School will inform the local authority of any pupil who fails to attend School 'regularly' or does not attend School for 10 consecutive days without authorisation.

Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care. Staff are asked to be vigilant towards this, and to report any concerns to the police, child's Borough of residence, and the School Safeguarding Lead.

We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues of forced marriage, female genital mutilation (FGM) and risk of radicalisation.

Student(s) Missing from Boarding

House Parents are responsible for knowing the whereabouts of all the boarding students in their care when on duty.

Students must check into the Boarding House using the electronic House register.

Students must use the electronic House register when:

- They have permission to leave the Boarding House when exiting or entering the House
- If a student has not returned to boarding at their curfew time, all attempts must be made immediately to contact the student.
- Staff should ask other students if they know of the whereabouts of the missing student.
- Check the house diary carefully for notes
- Check phone and email messages
- All staff available will search the immediate area including bathrooms, bedrooms and high risk areas.
- Parents and guardians will be notified.

If staff have not located the student within the hour and it has been ascertained that the student is missing and all other possibilities have been exhausted they will immediately notify:

Ms T Moriarty – Headteacher: 01895 887852 tash.moriarty@theharefieldacademy.org or
Mrs K Barrett - Designated Safeguarding Lead Officer: 01895 827906
kbarrett@theharefieldacademy.org during a school times or on their personal mobile phones outside of school hours.

The Headteacher and the Designated Safeguarding Lead will decide whether or not the police shall be called.

Boarding House staff will make contact with the out of hours Duty Social Care Team:

Hillingdon: 01895 556644
Harrow: 020 8901 2690
Hertfordshire: 0300 1234043
Ealing: 020 8825 8000

All safeguarding personnel will work with all external agencies to find the missing student, ensuring regular updates are provided to Parents and Guardians.

Home-Stays for Boarders

Where a boarding student resides with their education guardian during the school holidays, and/or at weekends all members of the guardians household who are over 18 are required to undertake a DBS check. A copy of which will be held in the students boarding house file.

Home-Stays

Equally if The Academy enters into any Home-Stay arrangement for any of its students or visiting students, DBS checks will be required for all members of the household over the age of 18 where the student will be residing.

PREVENTION OF RADICALISATION

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2018
- Prevent Duty Guidance 2015

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Harefield Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

The Harefield Academy is clear that this exploitation and radicalisation should be viewed as a Safeguarding concern.

The Academy takes seriously its duty to ensure that students accept and engage with 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 Academy is aware that as a culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation; as a result, in addition to giving e-safety a very high profile in The

Academy, all staff will be trained in preventing and detecting radicalisation; the Headteacher and all staff will all participate in Workshops to Raise Awareness of Prevent (**WRAP**) training; we will fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the Local Safeguarding Children Board.

In addition to this, The Academy will ensure that suitable filtering is in place when accessing the internet to protect children from terrorist and extremist material.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

The Role of the Curriculum

The curriculum at The Academy promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

The spiritual, moral, social and cultural (SMSC) provision is embedded across the curriculum and assemblies underpin the ethos of The Academy. It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore The Academy strives to equip students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Preventing violent Extremism Roles and Responsibilities of the Single Point of Contact (SPOC)

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for Safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism this is the **Designated Safeguarding Lead**.

Further Information is available using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Use of The Academy's Premises

In addition to usual school procedures, usage by external organisations will be monitored and in the event of any behaviour not in-keeping with the Prevent Policy, The Academy will contact the police and terminate the contract.

STATUTORY DEFINITION OF CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation has become increasingly prevalent in recent years and The Academy will ensure that all students and staff are made aware of the risks of CSE and how to protect themselves/students from it.

Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE.

Where Child Sexual Exploitation is suspected a referral to the London Borough of Hillingdon will be made along with a referral to Children's Social Care.

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

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

Parents Against Child Exploitation: PACE - <http://paceuk.info/>

Sexual Violence and Sexual Harassment

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 off line (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected in line with our robust safeguarding procedures and regular training updates to staff.

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is NOT an inevitable part of growing up
- We will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, upskirting – the practice of taking unauthorised photographs under the skirt of a woman or girl will not be dismissed or tolerated as doing so risks “normalising” such behaviours
- We understand that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and every day sexist language.

- Sexual violence and sexual harassment advice, education and training is provided as a whole school approach. Students and staff receive regular updates in line with our safeguarding procedures, assemblies, SRE and PSHE curriculum, liaison with our Safer Schools Officer and external supporting agencies. We also ensure that parents are provided with information and national updates in line with our safeguarding procedures.

County Lines

Children as young as 12 are being put in danger by criminals who are taking advantage of how

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

These gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

What are the signs of criminal exploitation and county lines?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places.

If you think a young person you know could be in danger call 999, or if you have non-urgent information to share with the police, contact Crimestoppers on 0800 555 111.

You can also contact Children's Services on the numbers at the beginning of this policy.

Please also inform our DSL of your concerns so that additional support can be put in place for the young person during the school day.

Trafficking

Recent media attention has been placed on the need to identify children who may have been trafficked. The following guidance has been given following the publication of *Safeguarding children who may have been trafficked – Practical Guidance (DfE)*.

Referral of Trafficked Child

Concerns by a staff member should be made to the Designated Safeguarding Lead who in turn determines contact with the Local Safeguarding Board with concerns about whether a child may have been trafficked, the local authority should decide on a course of action within 24 hours. In these circumstances prompt decisions may be required and Child Protection procedures to immediately protect the child from harm.

Useful Contacts for additional advice:

NSPCC Child Trafficking Advice and Information Line (CTAIL)

The NSPCC Child Trafficking Advice and Information Line²⁵ provides advice and information to professionals across the UK in statutory and non-statutory services. They work together with other professionals, giving social work and police advice where there are concerns that a child may have been trafficked. CTAIL offer professionals free awareness-raising presentations, one-off advice on the telephone, or can open a case and provide ongoing support in the form of consultation. They make referrals to other agencies, attend meetings and depending on the circumstances of the case, the practitioners complete trafficking assessment reports as directed by solicitors or other professionals. The practitioners also offer direct work for foster carers caring for trafficked children and have a large young people's participation group who work with CTAIL in providing knowledge and insight into child trafficking. Recently CTAIL became a NRM First Responder and can refer children directly into the mechanism.

A referral can be made to CTAIL by: Contacting their free phone number: 0800 107 7057 or emailing the team: CTAIL@nspcc.org.uk

MENTAL HEALTH

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. In order to help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy. The Academy will promote through its curriculum and pastoral care health, well-being and resilience.

Additionally, the Designated Safeguarding Lead, Student Management team, The Academy Nurse and The Academy Counsellor will be alert to any changes in mental well-being, discuss with parents/carers at the earliest opportunity and will signpost to the appropriate external support agency where support at school level – Tier 1 - has been exhausted.

Although The Academy can (only in consultation with, and if accepted by CAMHS) make a direct referral to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest, The Academy will also request that the parent/carer request a CAMHS referral through their GP. In some cases, if it is felt that the parent/carer is not engaging with The Academy and other agencies to address a mental health issue in a child, a Safeguarding referral may be made by The Academy to Children's Services.

Supporting LGBT+ children

Lesbian, Gay and Bisexual are different forms of sexual orientation. ***Sexual orientation is a protected characteristic in the 2010 and 2006 Equality Acts and within legislation regarding community cohesion.*** Transgender is different. This term does not relate to sexuality. Instead transgender refers to people who feel they have been assigned the incorrect gender.

A 2016 research study 'Queer Futures' by Lancaster and Huddersfield universities identifies that young LGBT+ youth are at a much higher risk of suicide and self-harm compared to their heterosexual counterparts. This review provided those who had self-harmed and/or had a disability had an increased likelihood of planned or attempted suicide.

According to the study, "gender identity was also a risk factor for self-harm and suicide. Those who were gender diverse (Trans/unsure) were nearly twice as likely to have self-harmed and one and a half times more likely to have planned or attempted suicide than cisgender participants. Cisgender males

were the least likely to plan or attempt suicide, or self-harm compared to other gender identities". Five areas of the study determined why the elevated risk of suicide and self-harm in LGBT youth occurred and were as follows:

1. Homophobia, biphobia or transphobia
2. Sexual and gender norms
3. Managing sexual orientation and gender identity across multiple areas of life
4. Being unable to talk
5. Other life crises

For LGBT+ children in particular, we must do all we can to ensure that the following practices are embedded:

- LGB, transgender and non-conforming identities do not constitute a safeguarding issue in isolation and therefore our obligation is to the student in the first instance and any such disclosures will not be disclosed to parents or carers
- Student Managers, and our Designated Safeguarding Lead are our current designated members of staff for LGB, transgender and gender non-conforming students to speak to. (However a student can speak to any member of staff that they feel comfortable with and they will then signpost them to the best member of staff to provide additional support.)
- The use of terms such as 'Gay' are actively challenged by all members of staff
- Children need to be supported and feel safe enough to 'come out' and to be accepted
- We should ensure that our policies or procedures such as our Sex and Religious Education and Behaviour policies refer to homophobic, bi-phobic and trans-phobic bullying (HBT) as well as LGB, transgender and non-conforming identities.
- Staff receive annual training and attend CPD sessions, INSET days and understand fully that HBT bullying is an issue for everyone to prevent and tackle
- Incidents of HBT bullying are recorded and staff know how to actively challenge such incidents
- Ensuring that the curriculum meets the needs of our LGB, transgender and non-conforming students

FEMALE GENITAL MUTILATION (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. This range of possible indicators are shared with all staff through annual safeguarding training; all staff must be mindful and alert to these potential signs.

Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

From October 2015, section 74 of the Serious Crime Act will place a statutory duty on schools 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. It will be rare for teachers to see visual evidence and they should **not** be examining 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.

Staff should activate local Safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

SAFEGUARDING AGAINST FORCED MARRIAGE

The Difference between Forced Marriage and Arranged Marriage.

There is a clear distinction between a forced marriage and an arranged marriage.

Arranged marriage

In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

Forced Marriage

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

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

The Forced Marriage Unit (FMU) has been set up operates a helpline to provide advice and support to both victims as well as professionals dealing with cases. In the first instance referral should be made to the Designated Safeguarding Lead as well as Hillingdon Children's Services. The Forced Marriage Unit can also be contacted by email on fmu@fco.gov.uk or telephone 0207 008 0151.

Honour-based Violence

The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

The "One chance" rule

All practitioners working with victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life.

This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

If a concern relating to the potential of a forced marriage comes to the attention of staff at The Harefield Academy, a referral to Children's Social Care will be made in line with our Safeguarding Policy and Procedures.

*If any member of staff has a safeguarding concern relating to "*Safeguarding against Forced Marriage*" they should complete a Staff Safeguarding Concern form:

These can be found in: [Staff shared/Safeguarding/Safeguarding Staff Concern Referral 2018](#)

Staff must then pass their concern directly to the Designated Safeguarding Lead in the first instance, the Designated Safeguarding Lead will then inform the Headteacher.

The Academy will then work together with Children's Social Care and all other relevant agencies to obtain the best outcome for the child/children concerned.

TECHNOLOGY

Particular attention is paid to school practices to help students to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Where possible, these practices are age appropriate and delivered through a planned component of the curriculum. Students are taught about the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is integral to The Academy's ICT curriculum. The latest resources promoted by DfE can be found at: The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website www.thinkuknow.co.uk

Staff are not permitted to communicate with current or former students of school age via social media. Contact between staff and students must always be via appropriate and professional communication channels. Staff are not permitted to take or store images of students on any personal electronic device.

Safer Internet Helpline for Professionals

*A Professionals Online Safety Helpline (POSH) which has been set up by the South West Grid for Learning, as part of the UK Safer Internet Centre. The Helpline is a free resource which has been set up specifically to support professionals and volunteers who work with children and young people, who are experiencing issues relating to **digital technology and e-safety**. The Helpline aims to resolve issues professionals face about themselves, such as protecting professional identity and online harassment by students or their parents, as well as the problems young people may be facing, for example cyber-bullying or sexting. For more information, please visit www.saferinternet.org.uk/helpline, or call on 0844 381 4772 or email, helpline@saferinternet.org.uk.*

Youth Produced Sexual Imagery (Sexting)

Commonly referred to as “Sexting”. The term “Youth Produced Sexual Imagery” has been taken from the UKCCIS Guidance on 'Sexting in Schools and Colleges' (2016) and our policy has encompassed reference from these recommendations.

This term has been used to avoid the confusion between sexual images being sent as opposed to writing and sharing explicit messages and focusses on images being sent. Written messages are dealt with separately but are still a concern and should be referred to the DSL who will investigate and determine further actions in line with The Academy’s Safeguarding and E-safety policy.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically, it is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

This advice aims to support schools in developing procedures to respond to incidents involving youth produced sexual imagery. It also signposts sources of resources and support.

These procedures should be part of a school’s safeguarding arrangements and all incidents of youth produced sexual imagery should be dealt with as safeguarding concerns.

Informing parents (or carers) Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children’s social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Reporting incidents to the police If it is necessary to refer to the police, contact should be made through existing arrangements. This may be through a safer school's officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101.

Securing and handing over devices to the police If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed in a police evidence bag under lock and key until the police are able to attend and retrieve it.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

Deletion of images If The Academy has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The Searching, Screening and Confiscation advice highlights that schools have the power to search students for devices, search data on devices and delete youth produced sexual imagery.

Interviewing and talking to the young person/people involved Once a school has assessed a young person as not at immediate risk, it may be necessary to have a conversation with them and decide the best course of action. If possible, the DSL should carry out this conversation. However, if the young person feels more comfortable talking to a different teacher, this should be facilitated where possible.

Recording incidents All incidents relating to youth produced sexual imagery need to be recorded in school or college. This includes incidents that have been referred to external agencies and those that have not.

POLICY REVIEW

This policy document will be reviewed on an annual basis by the Governing Body to ensure it is up to date with current legislation and best practice.

Appendices

Visiting Speaker Guidelines

Thank you for offering to enlighten the young minds of our highly impressionable students with your thoughts, ideas and experiences. We welcome a wide range of visiting speakers to The Harefield Academy but as you will understand we live in dangerous times where long cherished traditional values are being challenged by forces outside The Academy. We would therefore like to draw your attention to the following guidelines:

- *That we are fully supportive of fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect, and a tolerance of those with different faiths and beliefs.*
- *Our School is not a platform for individuals who might espouse racist, homophobic, sexist, ageist or extremist views or anyone who might be trying to incite young people to violence or extremism of any form.*
- *We welcome people of all backgrounds, ethnicities, beliefs and experiences and we look forward to hearing what you have to share with us.*

The speaker must reply with confirmation that this is read and understood.

FORM FOR VISITING SPEAKERS

The Academy will ensure that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or students, are suitable and appropriately supervised. Our responsibility to our students is to ensure that the information they receive is aligned to the values of our Academy and British values which include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Staff organiser:

Name of the Speaker: Institution:.....

Subject of the visit:

Year group involved: Date of the visit:.....

1. Outside speakers discussed with the Headteacher: Yes/No
2. Biography of the speaker or institution provided and attached: Yes/No
3. Assurances that all information communicated by the visitor will be lawful: Yes/No
4. Internet search on visitor/speaker completed and attached: Yes/No
5. Conversation with speaker regarding the content of the speech, including an understanding that their presentation will be brought to an early end if the content proves unsuitable: Yes/No
6. Headteacher's permission for fundraising, if applicable: Yes/No
7. *Visiting Speaker Guidelines** sent out to the speaker: Yes/No
8. Permission from Headteacher granted: Yes/No

Organiser's signature Date:

Headteacher's signature: Date:

I agree to abide by The Academy's equality commitments; that there will be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there will be no extremist material.

Guest Speaker's signature:: Date:

Visiting Speaker Evaluation Form

Speaker, subject, and date of visit:

Organising teacher:

Feedback from staff:

Any contentious subject areas or comments:

Would you book the speaker again in the future? Why or why not?

Any other comments?

Organiser signature and date:

*Pass completed evaluation form to the Designated Safeguarding Lead

The Harefield Academy

Summary Guidance for School Staff regarding Child Protection Referrals

Identifying children and young people who may be suffering significant harm

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

Definitions

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

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may

involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Child Sexual Exploitation.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Taking action to ensure that children are safe at school and at home

It is **not** the responsibility of The Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead (or the Headteacher in the absence of a designated safeguarding member of staff) prior to any discussion with parents.

Child protection concern may have come from: something the child has said or done; an injury that is apparent; the appearance of the child; behaviour that is observed; concerns that have accumulated over time; the attitude or behaviour of parents or carers; comments made by others about the child or parent/carer.

1. **The information should be recorded immediately** by the person directly involved, and also information regarding anyone else who was present or witnessed it. It is important to record the time and date and sign it.

2. The member of staff concerned should **seek out one of the Designated Safeguarding team** - This should be done without delay and to give Children's Services time to take appropriate action, if required, before the end of The Academy day.

3. **The Designated Safeguarding Lead will make a referral to Children's Services (Referral & Assessment Team)** if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed with a written report. Referrals about stranger abuse will be made to the Police.

4. The referrer should be prepared to discuss or **provide information about the following**: the evidence basis for the referral; details of the child and family background; accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have; information regarding whether contact has been made with the parents/carers.
5. A social worker will then make further enquiries about your concerns and will probably come to school to see the child.
6. Only minimum discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion: leading questions should not be asked; consideration as to their age and understanding; consider what additional information the child may offer; the child should be informed of what action is being taken and **should not be assured about confidentiality** when this cannot be guaranteed; the child should be assured of continued support from staff.
7. If the child protection concerns are evidenced by further enquiries, there will be a strategy discussion or meeting about what should happen next. The Academy will be kept informed, as will the child's parents or carer.
8. Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at an initial Child Protection Case Conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.
9. Children's Social Care require The Academy to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e. 7 working days from the referral).