

DOCUMENT CONTROL	
Document Title	
CHILD PROTECTION AND SAFEGUARDING POLICY	
Version Number 01	Author(s) (Name & Job Title) Mrs. A. Johnson, CEO
Date Approved November 2017	Document Status Live
Effective Date November 2017	Approved By The Loxford School Trust Board of Directors
Superseded Version February 2017	Date of Next Review Autumn Term 2019



# THE LOXFORD SCHOOL TRUST

## CHILD PROTECTION AND SAFEGUARDING POLICY

This Policy has been adopted by:

The Loxford School Trust

At the Time of Approval, the  
Designated Member(s) of Staff in each Trust School are:

Mr. MacKay – Loxford Secondary/Primary  
Miss. McAuliffe – Aldborough Primary  
Mr. Farnsworth – Warren School  
Mr. Chauhan – Tabor Academy  
Ms. Carrington – Abbs Cross Academy  
Mrs. Trezise – Gaynes School

At the Time of Approval, the  
Headteacher in each Trust School are:

Loxford School	Mrs A. Johnson, Headteacher/CEO
Abbs Cross Academy & Arts College	Mrs. N. Jethwa
Aldborough Primary School	Mr. T. Hart
Gaynes School	Mrs. E. Robinson
Tabor Academy	Mrs. S. Speller
The Warren School	Mr. R. Micek

## **1.0 Introduction**

1.1 This policy has been developed in accordance with the principles established by the Children Act 1989/2004 and current guidance from the Department for Education. Safeguarding is defined as;

- Protecting from maltreatment
- Preventing impairment of health and development
- Ensuring children grow up with the provision of safe and effective care;
- Work in a way that gives the best life chances and transition to adulthood, and in line with;

### **Working Together to Safeguard Children (July 2018)**

### **What to do if you are worried a child is being abused (March 2015)**

### **Keeping Children Safe in Education September 2018 (DfE)**

### **Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013)**

1.2 The Governing Board of The Loxford School Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard<sup>1</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.4 We strongly believe that our schools should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The **aims** of this policy are:

1.5.1 To support each child's development in ways that will foster security, confidence and resilience.

1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children.

1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, The Loxford School Trust, contribute to assessments of need and support plans for those children alongside other agencies e.g., Community Social Services Teams, Children with Disabilities Teams, School Nurse, Education Welfare Officer and the Police.

<sup>1</sup> Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies"

<sup>2</sup> "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 1.5.5 To acknowledge the need for effective and appropriate communication in our schools between all members of staff in relation to safeguarding pupils.
- 1.5.6 To develop a structured procedure and framework within our schools that will be followed by all members of the school community in cases of suspected abuse or neglect.
- 1.5.7 To develop effective working relationships with all other agencies involved in safeguarding children as shown above.
- 1.5.8 To ensure that all adults within our schools who have regular unsupervised access to children have enhanced DBS checks **every 3 years**. This includes other community users of our facilities.

## 2.0 Procedures

- 2.1 Our school procedures for safeguarding children will be in line with “Working Together to Safeguard Children” **July 2018**, “Keeping Children Safe in Education” Sept **2018**, The London Safeguarding Children’s Board Procedures 5th edition and respective Local Safeguarding Children’s Board guidance”. We will ensure that:
  - 2.1.1 The Governing Board understands and fulfils its safeguarding responsibilities.
  - 2.1.2 We have a Trust Safeguarding Officer Mr. Newton and Designated Safeguarding Leads for Child Protection (DSL’s) who are all members of respective leadership teams. They have all undertaken Designated Staff training which will be subject to ongoing updates and supervision as well as refresher training every two years. (See names on the front of this document)
  - 2.1.3 We have also nominated experienced senior members of staff to act as Deputy DSL’s (**Loxford** Mr Madhani (Secondary), **Miss Mathurin** and Miss Doe (Primary), **The Warren** – Mr Racon, **Tabor Academy** – Miss Bollington, **Aldborough** – Miss Bruno, **Abbs Cross** – **Mrs Draper**). These staff members will act in the DSL’s absence and have received appropriate awareness and DSL training and will be fully conversant with the role.
  - 2.1.4 Every member of staff will receive training as arranged by the DSL and Trust Safeguarding Officer in order to develop their understanding of the signs and indicators of abuse or neglect. This training will take place as a minimum annually. They **must** read the school policy and as a minimum at least Part 1 **and Annexe ‘A’** of Keeping Children Safe in Education (September **2018**). At Loxford School Trust staff all will also be expected to complete a short questionnaire demonstrating their understanding of Part 1 KCSIE annually.
  - 2.1.5 Each member of staff, volunteers and Governors will be made aware of how to respond to a pupil who discloses abuse or neglect, and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
  - 2.1.6 Each parent/carers will be made aware of the school’s responsibilities in regard to child protection through publication of the Trust child protection policy and reference to it in our prospectus brochure, home school agreement and website. Our schools will work openly with parents/carers as far as possible but reserve the right to contact children’s social care or the police without notifying parents/carers if this is in the child’s best interest.
  - 2.1.7 Our lettings policy will ensure the suitability of adults working with children on school sites at any time.

- 2.1.8 Community users organising activities for children will be made aware of and **must** understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.9 Our selection and recruitment policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as outlined by the DfE and in accordance with "Keeping Children Safe in Education" Sept **2018**.
- 2.1.10 At "Loxford School Trust" we take our responsibilities extremely seriously and any safeguarding concern raised in respect of any member of staff will be subject to the process outlined in Paragraph 9 of this document.
- 2.1.11 Our policy and procedures are reviewed and updated annually.
- 2.1.12 The names and photographs of the Designated Safeguarding Lead and their Deputies will be clearly displayed in each school and outlined in this document
- 2.1.13 All adults, (including supply teachers and volunteers) new to our schools will be made aware of the school's policy and procedures including the name and contact details of the Designated Safeguarding Lead and have these explained as part of their induction into the school.

### **3.0 Responsibilities**

- 3.1 At the Loxford School Trust we understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- 3.2 Our Designated Safeguarding Lead for child protection is responsible for:
  - 3.2.1 Referring a child if there are concerns about their welfare, possible abuse or neglect to children's social care (CSC). A completed referral using the appropriate Multi Agency Referral Form will be e-mailed securely to CSC as soon as possible within the school day. It is also good practice for DSL's to contact their respective duty social worker at the initial contact team by telephone prior to any written referral to enable the investigating agencies to mobilise quickly if necessary. In extremely serious cases it may also be necessary to report directly to police as well as social care.
  - 3.2.2 Ensuring that detailed and accurate records of concerns about a child are kept even if there is no need to make an immediate referral.
  - 3.2.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records with a case diary sheet providing a chronology. There is an expectation now that records are kept securely electronically
  - 3.2.4 Indicate on the inside of the child's main file that there is a confidential file held by the respective **Designated Safeguarding Lead**
  - 3.2.5 Acting as a focal point for staff concerns and liaising with other agencies and professionals (as listed above).
  - 3.2.6 Ensuring that either they or another appropriately experienced and informed member of staff (Class Teacher, SENCO etc.) attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF, Early Help Assessment or other Early Intervention/Framework for Assessments process, and provides relevant reports when necessary.

- 3.2.7 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and Social Worker and that they are informed about every child that may be subject to a child protection or child in need plan.
- 3.2.8 Ensure that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
- 3.2.9 Providing via the following; **CEO and Head Teacher's (Loxford School – Mrs. A. Johnson, The Warren – Mr. R. Micek, Tabor Academy – Mrs S Speller, Aldborough -Mr. T. Hart, Abbs Cross Academy- Mrs N. Jethwa and Gaynes – Mrs. E. Robinson)** an annual report for the Governing Board detailing any changes to the policy and procedures, training undertaken by staff and Governors, relevant curricular issues, number and type of incidents/cases including any trends and number of children referred to social services, subject to child protection/child in need plans and those children that are Looked After/**Previously Looked After** (anonymised).
- 3.2.10 Meeting regularly with the Trust Safeguarding Officer (Mr Newton) where all cases and workloads can be reviewed as well as keeping up to date with current guidance and practice enabling them to fulfil their role, including attending relevant training at least every two years.

#### 4.0 Significant Harm

- 4.1 There are no absolute criteria to rely on when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Sometimes, a single traumatic event may constitute significant harm, (e.g. violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.
- 4.2 This policy outlines the action to be taken if it is suspected that a child may be being abused, harmed or neglected and there are four main categories of abuse:
- Physical Abuse
  - Emotional Abuse
  - Sexual Abuse
  - Neglect

#### 5.0 Abuse

- 5.1 A form of maltreatment of a child as outlined in 'Working Together' (2018) and 'Keeping Children Safe in Education' (2018). 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 5.2 **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

- 5.3 **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. 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.
- 5.4 **Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level, 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by males, females and children.
- 5.5 **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 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 and danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 6.0 Supporting Children

- 6.1 We recognise that a child who is abused or neglected, who witnesses' violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4 The Loxford School Trust School will support all pupils by:
- 6.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
  - 6.4.2 Promoting a caring, safe and positive environment within our schools through PSHE curriculum, help children develop awareness of how to keep themselves safe, adopt a healthy lifestyle, including healthy eating and physical exercise – encourage them to form positive friendships and relationships. Pastoral support is also provided via our Year Care Team staff who can often be the first point of contact for pupils/students.
  - 6.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 6.4.4 Notifying children's social care as soon as there is a significant concern.

- 6.4.5 Ensuring that a named teacher is designated for Looked after Children/**Previously Looked After (LAC/Previous LAC)** and that information about those children is regularly reviewed and updated. The LAC Designated Teachers are – **Loxford School** – Mr Mackay, **The Warren** – Mr. Farnsworth, **Tabor Academy** – Mr. Chauhan, **Aldborough** – Miss McAuliffe, **Abbs Cross Academy** – Ms Carrington, **Gaynes School** – Mrs Trezise
- 6.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head teacher and designated member of staff at the pupil's new school as a matter of urgency. A photocopy or secure electronic record should be kept in a confidential file until it has been confirmed that the new school has received the records. This applies equally to those children who may be subject to a child protection plan

## 7.0 Confidentiality

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Chief Executive Officer, Head Teacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. This will normally be done via the Designated Safeguarding Lead.
- 7.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another and that they have a responsibility to share it with the Designated Safeguarding Lead.
- 7.5 We will always undertake to share our intention to refer a child to children's social care with the parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with children's social care or the police. (See also para 2.1.6)
- 7.6 **Recording and Reporting** – Child Protection records will be kept by the following; **Loxford** - Mr. MacKay, **The Warren** -Mr. Farnsworth, **Tabor Academy** – Mr. Chauhan, **Aldborough** – Miss McAuliffe, **Abbs Cross Academy** – Ms Carrington, **Gaynes School** – Mrs Trezise. They will be kept separate from the pupil's main school file, marked 'confidential' and electronically recorded and protected. The records will include a chronological case diary sheet for each child documenting all actions taken in cases of suspected child abuse or neglect when the child/young person has a child protection plan or is a child in need. It will be a comprehensive account of the progress and outcome of every case including evidence that cases are not allowed to drift by pursuing, challenging and chasing **social care and other key agencies**. Reports prepared for conference and other statutory meetings will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

## 8.0 Supporting Staff

- 8.1 We recognise that staff working in the school 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.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with their Designated Safeguarding Lead or Trust Safeguarding Officer (Mr. Newton) and to seek further support. This could be provided by, for example, the Chief Executive Officer, Head Teacher or by Occupational Health, and/or a teacher/trade union representative as appropriate.

- 8.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document “Guidance for Safer Working practice for those working with children and young people in Education Settings” October 2015 provides useful advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.
- 8.4 We recognise that designated staff should have access to support (as in 8.2) and appropriate workshops, courses or meetings as organised by commissioned trainers, children’s services or the local safeguarding children’s board.

## 9.0 Allegations against staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 9.2 All staff should be aware of the school’s behaviour/discipline policy. This can be found in the Staff Shared Drive and is held by the General Office.
- 9.3 We understand that on occasions pupils may make allegations against a member of staff or staff themselves may have a safeguarding concern about a colleague. If there is such a concern or allegation, the member of staff receiving the allegation (or in the case of a staff member with safeguarding concerns about a colleague) will immediately inform the Chief Executive Officer and Head Teacher or the most senior teacher if either is not present. The senior teacher present must then ensure that the CEO and head teacher are informed as a matter of urgency
- 9.3.1 The Chief Executive Officer/Head Teacher, senior teacher on all such occasions will immediately discuss the content of the allegation with the home Local Authority Designated Officer (LADO). **(Redbridge LADO – Helen Curtis – Telephone Number 020 8708 5350), (Barking and Dagenham LADO – Mike Cullern – Telephone Number 020 8227 3934), (Essex LADO – Duty LADO – Telephone Number 03330 139 797), (Havering LADO – Duty LADO - Telephone Number 01708 431653).**
- 9.3.2 If the allegation made to a member of staff concerns the Chief Executive Officer/Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.3.1 above without notifying the Chief Executive Officer/Head teacher first.
- 9.3.3 The school will follow DfE guidance for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education (Sept 2018)”. This is to be read in conjunction with chapter 7 of The London Child Protection Procedures (2017) (where applicable) or the respective LSCB guidelines.
- 9.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration and will be the sole responsibility of the Chief Executive Officer/Head Teacher following consultation with the Local Authority Designated Officer (LADO).
- 9.3.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.
- 9.3.6 The Governing Board is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing Board wants to create and maintain a working environment where individuals are treated with respect and dignity. The Governing



board is opposed to all forms of unlawful discrimination, bullying or harassment of any kind. The Governing Board, Chief Executive Officer, Head teacher and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement. Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation.

## **10.0 Whistle blowing**

- 10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so.
- 10.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. When there are such concerns staff should contact the Chief Executive Officer, Head teacher, delegated 'whistle blowing' Governor or the Local Authority Designated Officer (LADO) for Child Protection. The "whistleblowing policy" is displayed on staff notice boards and in the shared drive area

## **11.0 Positive Handling**

- 11.1 Our policy on positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and 'Use of Reasonable Force Advice for Head teachers, Staff and Governing Bodies" 2013. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/her-self or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.
- 11.2 Such events should be subject to a full and comprehensive record by all those present.
- 11.3 Staff likely to use specialist positive handling techniques should be appropriately trained. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour. At Loxford School Trust where we identify such a need we will ensure that relevant staff will receive appropriate training in the use of positive handling techniques.
- 11.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes result in the child or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff

## **12.0 Anti-Bullying**

- 12.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **13.0 Racist Incidents**

- 13.1 All alleged racist incidents are fully recorded in accordance national guidance and that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **14.0 Prevention**

- 14.1 We recognise that our schools play a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.
- 14.2 The school community will therefore:
- 14.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children's communication difficulties mean that staff must be vigilant at all times for signs of physical and emotional abuse and neglect.
  - 14.2.2 Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty and this is where our Designated Safeguarding Leads, their Deputies and Year Care Team staff are particularly well placed to be that initial point of contact
  - 14.2.3. Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **15.0 Health & Safety**

- 15.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. We have both generic and individual risk assessments for staff and children, for in-school and for off-site activities.

## **16.0 Pre School Children and After School Services**

- 16.1 Working Together recognises that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

## **17.0 Online Safety and Specific Safeguarding issues**

Filtering and monitoring is an integral part of our online safety process together with a comprehensive PSCHE programme in all of our schools. Our schools also have granular control to block sites or categories that the Trust identify as and when necessary. The Safeguarding Tab on our website also provides regular links and updates for staff, students and parents:

<http://www.loxfordschooltrust.net/loxford-school-trust-and-safeguarding/>

“CEOP’s ‘Thinkuknow’ programme provides a range of free educational resources -films, lesson plans, presentations, practitioner guidance, games and posters -to professionals working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off.”

<https://www.thinkuknow.co.uk/>

This link will be utilised for Loxford, The Warren, Tabor Academy, Aldborough Primary, Abbs Cross and Gaynes School's.

All staff should have an awareness of specific safeguarding issues that can put children at risk of harm. Some of these areas have been highlighted below for information and increased awareness:

### **Contextual Safeguarding:**

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside school. All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. 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. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Sexting:**

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. All of our schools will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example or the sending/sharing of inappropriate images via Snapchat, Instagram or other social media platforms, being the object of cyber-bullying and online grooming are all potential safeguarding concerns. We have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **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/online bullying); 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. . Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Female Genital Mutilation:**

The FGM Act 2003 (amended by the Serious Crime Act 2015) places a **statutory duty upon teachers** to report to police where they discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. There is no discretion with these concerns and the member of staff **must immediately** inform their DSL who will immediately report to police and social care. If the DSL is not available then the staff member must ensure that the statutory guidance is followed without delay and personally refer the concerns as above. This guidance is outlined in pages 80/81 of Keeping Children Safe in Education September 2018 as well as a relevant link to the guidance.

### **Children Missing Education (CME):**

All of our Schools will follow statutory guidance as outlined in Children Missing Education 2016. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect as well as sexual abuse/exploitation and child criminal exploitation. It may also indicate mental health problems, risk of substance abuse, FGM, forced marriage or potential of travel to conflict zones. Staff should be aware of the possibility of the existence of the above and follow the schools procedures for unauthorised absence. DSL's will also ensure that

respective EWO's/Social Workers/LA are informed in line with the guidance. The school will also hold at least two contact numbers for each child

### **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. It is normally typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Child Criminal Exploitation (County Lines):**

Criminal exploitation of children is a geographically widespread form of harm that is typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child (male or female) under 18, can still be exploitation even if the activity appears consensual, can involve force and/or entice based methods of compliance often accompanied by violence/threats of violence, can be perpetrated by individual or groups and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Domestic Abuse and Domestic Violence:**

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Homelessness:**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it must also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the Designated Safeguarding Lead will ensure appropriate referrals are made based on the child's circumstances. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child. It's not unknown for sixth form students

over the age of 18 to find themselves in similar circumstances, in these rare cases it may be appropriate for the Safeguarding Lead to refer directly to Adult Safeguarding at the Local Authority

### **Sexual Violence and Sexual harassment between Children:**

This 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 this type of action will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. The activities can occur online and offline (both physical and verbal) and is 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 LGBT children are at greater risk. Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

### **Forced Marriage:**

Forcing a child into 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, threat 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 communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. Staff **must** inform their Safeguarding Lead if they have concerns about a child.

### **So-called 'Honour-based' Violence (HBV)**

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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. . Staff **must** inform their Designated Safeguarding Lead if they have concerns about a child.

## **18.0 Radicalisation/Prevent**

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The Counter-Terrorism and Security Act 2015 places a duty on schools (and other specified authorities) to have due regard to the need to prevent people from being drawn into terrorism. Radicalisation is usually a process not an event – It is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes. It is imperative that all staff within the Trust understand they have a statutory responsibility (reinforced through safeguarding and Prevent training) to ensure that any concern they may have in respect of a pupil being at risk of the above is immediately reported to the Designated Safeguarding Lead or in his/her absence the Deputy DSL or other member of the Senior Leadership Team in order that appropriate and timely referrals can be made to their respective Local Authority MASH/Initial Contact teams for immediate assessment. This may also involve an early telephone call for discussion with the Local Authority Prevent Officer.

Governors will be informed of any changes or amendments which they will need to agree. Then all staff will be advised accordingly through training/team meetings. A copy of the amended policy will be displayed on the school website and in the respective staff rooms.

There will be whole staff training every September and new staff will have face-to-face induction with the Trust Safeguarding Officer; Mr. Newton or Designated Safeguarding Lead; **Loxford** -Mr. MacKay, **The Warren** -Mr. Farnsworth, **Tabor Academy** – Mr. Chauhan, **Aldborough** – Miss MaCauliffe, **Gaynes** – Mrs Trezise and **Abbs Cross Academy** – Miss Carrington.

The number of child protection referrals will be monitored, together with the number of children subject to child protection plans. The Designated Safeguarding Lead; **Loxford** -Mr. Mackay, **The Warren** -Mr. Farnsworth, **Tabor Academy** – Mr. Chauhan, **Aldborough** – Miss MaCauliffe, **Gaynes** – Mrs Trezise and **Abbs Cross Academy** – Miss Carrington will keep a list of children identified as “in need” or vulnerable and monitor their attendance, attainment, behaviour and well-being. There will be regular monitoring as above and supervision provided by the Trust Safeguarding Officer Mr. Newton

**Policy to be Reviewed Annually**