



SAFEGUARDING AND CHILD PROTECTION POLICY – St Michael's C of E Academy

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Ratified by SET/TET	

TOGETHER WE EMPOWER EXCELLENCE

INTRODUCTION

'Keeping Children Safe In Education' (DFE, 2020) which informs our Trust Safeguarding policy defines Safeguarding and promoting the welfare of children as: 'protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Children include everyone under the age of 18).

POLICY PURPOSE

The purpose of this policy (as advised by 'Safeguarding best practice guide – schools) (TESS, 2014) is for this 'Policy to support a safeguarding culture where everyone is clear about their roles and responsibilities in ensuring children are safe and their well-being prioritised'.

STAFF AND VOLUNTEERS

St Michael's Academy understands that academy staff and volunteers are particularly well placed to be able to observe signs of abuse when having daily contact with children. All staff and volunteers receive Safeguarding training which is updated on a yearly cycle to ensure they are made aware of the signs and symptoms of abuse, and of how to then report any concerns appropriately, equipping them to ensure all children are kept safe and free from harm.

KEY PERSONNEL

The Designated Safeguarding Lead (DSL) is: Julie Edwards

Contact details: email: jedwards@lapsw.org

Telephone: 01626 248800

The deputy DSL(s) is/are:

Contact details: email TBA@lapsw.org

Telephone: TBA

Additional Safeguarding and Prevent support will be provided by Trust

Safeguarding Lead: **Louise Quick**

louise.quick@lapsw.org

Telephone: 07734955510

The nominated child protection trustee is: Mark Miller

Contact details: email: partners@lapsw.org

Telephone: 01626 248800

The Headteacher is: Julie Edwards

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The Chair of Trustees is: Richard Vaughton

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TEACHING SAFEGUARDING

Across the Trust we take our safeguarding responsibilities very seriously and use every available opportunity to educate children about keeping themselves safe, and to educate staff to ensure that they are aware of signs and indicators and how to report and act on a concern. We create a culture of Safeguarding and this includes:

- Dedicated E Safety week– which is delivered termly throughout the Trust and is embedded in the computing curriculum.
- Conversations on an individual level with both children and families.
- Torbay virtually safe work closely with the Trust and visit academies to deliver e safety, also including and delivering this to parents.
- Our E-Safety leads are Julie Edwards in conjunction with IT Manager Adam Gibb.
- Our Trust academies have a cycle of CAP (Child Assault Prevention) training for all children and staff.
- NSPCC Partnership working with annual assemblies and workshops
- Family Groups which visit aspects of Safeguarding
- Child friendly Safeguarding Policy
- All staff receive regular safeguarding updates, these can be delivered in various meetings, DSL's also meet on a termly basis to ensure knowledge and practise is shared allowing us all to ensure that appropriate safeguarding updates are disseminated to staff throughout the year.

IMPLEMENTATION OF THE CHILD PROTECTION POLICY

TESS (Torbay Education Safeguarding Service, 2014) advised for best practice that 'Policies and Procedures should be regarded as 'live' documents that have relevance to the whole Trust community with their effectiveness judged against the level of consistency to which they are applied'. The Safeguarding Trustee Mr M Miller, the Local Committee Safeguarding Representatives and the respective Heads of Academies are responsible for ensuring that the relevant policies and procedures are in place across the Trust.

STATUTORY FRAMEWORK

St Michael's Academy will act in accordance with the following guidance and legislation in order to safeguard and promote the welfare of children.

- The Children Act 1989, The Children Act 2004
- Education Act 2002 (section 175)
- Best Practice Guide in Safeguarding for Devon Schools (Devon Children & Families Partnership)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Working Together to Safeguard Children (DfE, 2014 and 2015) requires all schools to follow the procedures and practice of the safeguarding children's board (LSCB) which is: Torbay Safeguarding Children Board.
- 'Keeping Children Safe in Education' (DfE, 2020)
- [Keeping children safe in education - GOV.UK](#)

The Prevent Duty - Departmental advice for schools and childcare providers [Revised Prevent duty guidance: for England and Wales](#)

DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (DSL) also has lead responsibility for concerns regarding 'Prevent' and radicalisation.

Additional Safeguarding and Prevent support will be provided by Trust Safeguarding Lead - **Louise Quick**

Training

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills should be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- The Learning Academy Partnership also has a trained designated Person and Trustee. Mr M Miller is the designated Trustee who oversees and promotes safeguarding across the Trust.

The role of the DSL is to:

(Taken directly from Keeping Children Safe in Education, 2020) The Trust should ensure an appropriate senior member of staff, from the school or leadership team, is appointed to the role of designated safeguarding lead. The DSL should take lead responsibility for safeguarding and child protection. The designated safeguarding lead is expected to:

Managing referrals

- Refer cases (in most instances) of suspected abuse to the local authority children's social care;
- Work with the "case manager" (as per Part 4) and designated officer(s) for child protection concerns (all cases which concern a staff member);
- Refer cases to the Channel programme where there is a radicalization concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refers cases where a crime may have been committed to the Police. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). NPCC- [When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- [Working together to safeguard children - GOV.UK](#)
- [Child Centred Policing - When to call the Police](#)
- Liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; and
- Act as a source of support, advice and expertise to staff (especially pastoral support staff and SENCO) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Academy's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs, disabilities and young carers.

- Understand assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate;
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Trust or college may put in place to protect them.

Training

DSL and Deputy DSL should undergo training to provide them with the skills required to carry out the role and this should be updated at least every two years.

DSL should undertake Prevent awareness training.

DSL should supplement formal training and keep their safeguarding knowledge and skills refreshed at least annually to keep up with developments relevant to their role.

Raising Awareness

- The DSL should ensure the Academy's safeguarding and child protection policies are known, understood and used appropriately;
- Ensure the Academy safeguarding policy and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

Where children leave the Academy ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (Keeping Children Safe in Education, 2020). In addition to the child

protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

File should be maintained in line with GDPR guidelines and any access to information in the file by anyone other than the DSL or Deputy DSL should be recorded in line with GDPR.

THE BOARD OF TRUSTEES

The Board of Trustees has overall responsibility for ensuring there are sufficient measures in place to safeguard all children within the Trust. The nominated Trustee with responsibility for safeguarding is Mr M Miller. The nominated Trustee must ensure that across the Trust there are:

- Safer recruitment procedures
- Safe management of allegations against staff or other children
- Any deficiencies in safeguarding are remedied straight away
- Trust staff attend relevant safeguarding training yearly (as required by 'Keeping Children Safe in Education', 2020).
- Safeguarding policies and procedures are to be reviewed annually
- Appointment of a suitable and well trained DSL.
- A member of the board (usually the chair) is nominated to liaise with the Local Authority or other agencies as required on issues of child protection, and also in the event of an allegation of abuse being made against the Trust Academy Head.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

STAFF TRAINING

All staff have a responsibility to be aware and attentive to the safeguarding of children. It is everybody's duty to report any concerns or disclosures immediately to the Designated Safeguarding Lead or Deputy DSL in the absence of DSL.

- All staff members undergo Safeguarding training which is updated on an annual cycle, in line with advice from the LSCB.
- All staff members will be made aware of the systems in place to support safeguarding, and the safeguarding policy and staff code of conduct will be discussed at their induction.

- All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- All staff will also be given part one of Keeping Children Safe in Education (DfE, 2020) to read and understand as an expectation of their safeguarding duties.
- All staff should be aware of the process for making referrals to Children's Social Care and for Statutory Assessment under the Children's Act 1989, especially Section 17 (Child in Need) and Section 47 (a child suffering or likely to suffer significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- When concerned about the welfare of a child, staff members should always act in the interests of the child, immediately contact the DSL (or Deputy) and follow the correct procedure, this is a legal requirement.
- All Trust staff will also receive WRAP training (Workshop raising awareness of Prevent) to educate them in their responsibilities to safeguard children who are at risk of being radicalized.

ACADEMY & TRUST PROCEDURES - SAFEGUARDING RESPONSIBILITIES

- Alongside this if a staff member has a concern about a child and they are unable to give this to the DSL/Deputy DSL then they have a responsibility to ring in this concern to the Local Authority Safeguarding Hub or consider making an early help referral.
- All staff and volunteers are made aware of the main categories of abuse which are:
 - Physical Abuse
 - Emotional Abuse
 - Sexual Abuse
 - Neglect
 - CSE (Child Sexual Exploitation)
 - FGM (Female Genital Mutilation)
 - Radicalisation and Extremism
 - Peer – Peer abuse / Harmful Sexual Behaviour
 - Sexual violence and harrassment

'Everyone who comes into contact with children and their families has a role to play in safeguarding children. Trust staff are particularly important as they are in a position to identify concerns early and provide help for children, preventing concerns from escalating. All Trust staff have a responsibility to provide a safe environment in which children can learn' (Keeping Children Safe in Education, 2020).

- Staff are expected to immediately or as soon as possible refer to the DSL or Deputy DSL and follow the Child Protection Policy. Staff should record information on the same day, giving a factual, clear and precise account of what was witnessed on the Academy MY CONCERN site.
- The DSL (or deputy DSL) will decide which course of action to take. Options include managing any support for the child internally via pastoral support or whether the concerns should be referred to the relevant areas Safeguarding Hub within Children's Services if the child is in need or suffering or likely to suffer harm. This concern will be discussed with the parents of the child unless deemed to place the child at further risk of harm by doing so.
- If the staff member feels that their concerns have not been taken seriously or the Trust has not acted appropriately to safeguard the child after concerns have been raised, or if the child is considered to be at continuing risk or harm then the staff member **MUST** call the Local Authority Safeguarding Hub.
- All staff must speak to the DSL with regard to any concerns about FGM. There is a legal duty on teachers where they are required to make a report to the police if you are informed by a girl under 18 that an act of FGM has been carried out on her; or if you observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and should ensure they are clear with the Academy's protocol for dealing with this (see Appendix 2). This is most likely to include, but may not be limited to:

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

- Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (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.

Categories of abuse:– (Directly taken from 'Keeping Children Safe in Education', DfE, 2020)

All Trust staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse:- A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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.

Emotional abuse:- The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Sexual abuse:- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (this list has been taken directly from 'Keeping Children Safe in Education' 2020).

The NSPCC advises that some of the things you may notice which could indicate a child is being abused are:

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive
- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Takes risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide
- Talks of being left home alone or with strangers
- Poor bond or relationship with a parent, also known as attachment
- Acts out excessive violence with other children
- Lacks social skills and has few if any friends (NSPCC, no date).

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are

disabled or have special educational needs:

- young carers
- disability
- affected by parental or their own substance misuse, domestic violence or parental mental-health needs asylum seekers
- living away from home vulnerable to being bullied, or engaging in bullying living in temporary accommodation
- has returned home from living in care
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality (including homophobia and transphobia)
- at risk of sexual exploitation do not have English as a first language at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism. This list provides examples of additionally vulnerable groups and is not exhaustive.

Children who need a social worker (Child in Need and Child Protection Plans)

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- [Review of children in need - GOV.UK](#)

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

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

All staff are made aware of the indicators of sexual exploitation through training and updates delivered and all concerns are reported immediately to the DSL under the regular reporting method. The DSL/Deputy can then complete the CSE risk indicator matrix if and when required and as advised by the LSCB.

DSL and Deputy DSL can find this at:-

[Risk indicator toolkit - children abused through sexual exploitation](#)

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a 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.

Peer on Peer Abuse / Harmful Sexual Behaviour including Sexual Violence and Sexual Harrassment

In most instances, the conduct of pupils towards each other will be covered by our Behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Our Academy recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
- Upskirting - 'upskirting' is now a criminal offence and is defined as "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2020)
- Serious Crime / Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff should be aware of indicators, which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from change, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs (DFE 2020)

Youth Produced Sexual Imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. **Staff should not view, copy or print the youth produced sexual imagery.**

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special educational needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;

- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH.

Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the

child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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

[Domestic abuse](#)

[What about my children?](#)

[Spotlight #3: Young people and domestic abuse](#)

Mental Health

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

[Mental health and behaviour in schools - GOV.UK](#)

Honour Based Abuse

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

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for nonmedical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Trust staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. See LSCB guidance for further information.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. Trust staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. See LSCB guidance for further information.

- All staff and volunteers should be concerned about a child if they present with possible indicators of abuse. These indicators will also be covered within the in house safeguarding training and safeguarding updates to further heighten staff awareness.
- Staff should also be aware that all safeguarding policies for Torbay LSCB are available to view at:

[Contents](#)

MASH CONTACT DETAILS

All new enquiries go to the MASH,
DSLs can consult on 01803 208100.

In an emergency out of hours referrals can be made to the Emergency Duty Team on 0300 456876 or Police.

Online forms are available via [Multi-Agency Safeguarding Hub](#)

PREVENT - TACKLING EXTREMISM AND RADICALISATION

Aims and Principles

Under the Counter-Terrorism and Security Act 2015 we (The Trust) have a legal and moral duty *“to have due regard to the need to prevent people from being drawn into terrorism”*.

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach.

The objectives are that:

- All staff and volunteers will have an understanding of what radicalization and extremism is and why we need to be vigilant within our settings, and will follow the policy guidance swiftly when issues arise.
- All staff will be aware of the signs of radicalization and extremism, this will be achieved through Safeguarding, E Safety and WRAP training.

- All children will understand the dangers of radicalization and exposure to extremist views; building resilience against these and knowing what to do if they experience them in a range of contexts including online.
- Parents are offered support with e safety for their children.

Definitions and Indicators:

Radicalization is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views and, in this case, any attitudes which contradict fundamental British values.

There are a number of behaviours which may indicate a child is at risk of being radicalized or exposed to extreme views. All staff will be made aware of these through the relevant safeguarding training.

British Values:

In our Academy and across the Learning Academy Partnership (Trust) we are committed to actively promoting fundamental British values. These include:

- Rule of Law
- Individual Liberty
- Democracy
- Mutual Respect
- Tolerance

Within the Academy these values are promoted throughout all areas of the curriculum and opportunities that the children are provided with. In any Trust setting it is not acceptable to fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values.

Making and managing referrals:

- All incidents must be reported straight to the Designated Safeguarding Lead (DSL), in their absence this concern must go straight to the deputy DSL.
- The DSL will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.
- All incidents will be fully investigated and records will be kept in line with procedures for any other safeguarding incident.
- DSL will follow the CHANNEL process outlined by Safer Communities Torbay and Devon Children and Families Partnership.
- Where appropriate parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in

circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.

- The DSL follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the confidential Anti-Terrorist Hotline on 0800 789 321 or email prevent@torbay.gov.uk

Dealing With Any Disclosure

If a child makes a disclosure the member of staff or volunteer should:

- Listen without appearing shocked.
- Accept what they are being told.
- Allow for the child to talk without interruption, only asking questions when necessary.

If questions are necessary then follow the rule of 'TED':

Tell me
Explain to me
Describe to me

- Reassure them that it is not their fault
- Do not criticise the alleged perpetrator
- Not promise confidentiality – A referral may be required to the local Safeguarding Hub
- Explain what has to be done next and who will have to be told
- Make a written record promptly
- Pass on the information to the DSL promptly

Disclosures and safeguarding issues can be stressful, the member of staff or volunteer should be aware that they may need to talk through the events, the DSL or deputy DSL will be available for this support.

RECORD KEEPING

When a child makes a disclosure the staff member or volunteer should:

- Make notes as soon as possible – keep these in case they are later needed by a court/the police) observing GDPR guidelines.

- Ensure that the date, time, location and any non-verbal behaviours used are recorded clearly.
- If there are injuries noted then a diagram should be drawn to indicate the position of these injuries.
- Staff member must record statement and observations rather than assumptions and interpretations of the situation.
- All records (and all copies) to be given immediately to the DSL. The DSL will ensure that all records are managed and held in accordance with the Education (pupil information) (England) Regulations, 2005 and GDPR guidelines.
- If the DSL is not available then the deputy DSL/Head of academy should be found immediately and this form given to them, concerns must be acted on immediately to allow us to keep children safe.

CHILD'S WISHES

Where there is a safeguarding concern all staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. All systems and processes should operate with the **best** interests of the child at heart (KCSIE 2020).

SAFE RECRUITMENT & SELECTION

The Academy and Trust takes its responsibilities to safeguard children very seriously and has adopted recruitment procedures that help deter, reject or identify people who might abuse children, preventing people who pose a risk of harm to children from working with them. Please refer to safe recruitment and selection policy and procedure for further information

LOOKED AFTER CHILDREN (LAC)

The most common reason for children to be looked after is as a result of abuse/ and or neglect. Appropriate staff will be made aware of the different Care Orders and what they mean. HOA holds the responsibility for our LAC in each academy.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after

children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of Academy staff through the normal course of their interaction, and promotion of learning activities, with children. Staff should notify the DSL or Deputy DSL who should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their Academy's unauthorised absence and children missing from education procedures.

HOMELESSNESS

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

ALTERNATIVE PROVISION

When the Academy places a pupil with an alternative provision provider, our Academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff, should be obtained.

CONFIDENTIALITY

All staff must be aware of their responsibilities to share relevant information about the safeguarding of children to relevant professionals. All staff can make a referral to their local Safeguarding Hub, however concerns should be reported to the DSL or deputy DSL who are responsible for these referrals. Staff must be aware that if a child confides in them, they are unable to tell the child that they can keep a secret (ensuring that this is tailored information to suit the child's age or stage of development). Instead they must explain that they may need to pass information on in order to keep children safe, to other professionals. Staff may become aware of information about children or families, staff are expected to share this information within the appropriate professional contexts only.

INFORMATION SHARING / MULTI-AGENCY WORKING

New safeguarding partners and child death review partner arrangements will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2020) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements. The DSL should act as point of contact with the three safeguarding partners.

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

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

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

Data protection tool kit

[Data protection: toolkit for schools - GOV.UK](#)

COMMUNICATION WITH PARENTS

- The DSL / Academy will discuss concerns raised with parents prior to the involvement of outside agencies unless it is deemed that this would place the child at further risk of harm. The Academy will ensure that parents are aware and have an understanding of our responsibilities to safeguard children and when they have a statutory requirement to involve other services. Parents have this policy accessible to them on the Academy website and can request a copy of this.
- The Academy has a dedicated Family Support team who liaise closely with parents identifying any family support needs.

ALLEGATIONS INVOLVING TRUST STAFF OR VOLUNTEERS

Also see separate ‘Managing allegations against staff policy’

An allegation is any information that could indicate that a staff member or volunteer (including supply staff) could have behaved in a way that:

- May have harmed or may harm a child
- May have committed a criminal offence relating to a child
- Behaved in a way towards a child or children which could indicate that they may pose a risk of harm if they worked closely or regularly with a child/children, this could also apply to contact with a child in the staff member or volunteers professional, community or personal life **(if any of these three**

criteria have been met then contact should always be made with the Local Authority Designated Officer (LADO) without delay).

To reduce the risk of allegations staff should be aware of safe working practice and should be aware of the guidance contained in the Trust's Safe Professional Practice policy, alongside the Government document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings' (DCSF, 2009) Available at: <http://www.childrenngland.org.uk/upload/Guidance%20.pdf>

- The person who has received the allegation should keep an open mind and not ask leading questions or investigate, confidentiality cannot be promised however the concern will only be shared on a 'need to know' basis.
- There should be an immediate written record of the allegation including time, date, place of alleged incident, brief details of what happened, what was said and who was present.
- Failure to report an allegation can potentially be a disciplinary matter.
- A referral should be made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- Any allegations should be reported to the HOA (Head of Academy). The Head of Academy should not investigate the allegation or take statements, rather assess the situation making the decision of whether it is necessary to report the concern to the LADO.
- If the concern is regarding the HOA then the CEO of the Trust, Lynn Atkinson, should be contacted (contact details via academies). If the allegation is against the CEO then the Safeguarding Trustee should be contacted.

Supply teachers

Any allegations involving supply teachers should be dealt with in the same way as allegations against staff members.

- In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.
- Discussion will be had with any relevant employment agency to decide whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- When using an agency, school should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with

Torbay LADO - telephone John Edwards 01803 208411 or email john.edwards@torbay.gov.uk

SITE SECURITY

Visitors to the Academy, including contractors, are asked to sign in and are given a colour-coded badge (colour will depend upon whether visitor is DBS checked and able to access the Academy without supervision) which confirms they have permission to be on site. All new visitors to the Academy are given a copy of the Academy's Safeguarding Children Booklet. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations to ensure children are kept safe.

Lanyard colour:

Pink – Members of Staff

Blue – DBS checked and can be on site unsupervised

Grey – Non-DBS checked and must be accompanied on site at all times

APPENDIX 1: USEFUL RESOURCES

Further and extensive safeguarding information can also be found on the following websites:-

South West Child Protection Procedures (SWCPP) An incredibly useful site which all safeguarding policies for Torbay LSCB are available to view at:-
[Contents](#)

NSPCC – gives a plethora of information for everyone, useful reports and statistics
www.nspcc.org.uk

Child Sexual Exploitation (2012)
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Sexual Violence and Sexual Harassment - includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.
[Sexual violence and sexual harassment between children in schools and colleges](#)

Domestic violence and abuse – Government site providing useful information and links (2013)

<https://www.gov.uk/domestic-violence-and-abuse>

Drugs – Advice for schools (2012)
<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Safeguarding children in whom illness is fabricated or induced (2008)
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Child Abuse linked to Faith or Belief: National Action Plan (2012)
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Preventing and Tackling Bullying (2014)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Female Genital Mutilation: Guidelines to Protect Children and Women (2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage (2014) <https://www.gov.uk/forced-marriage>

Addressing Youth Violence and Gangs (No date)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

Gender Based Violence against women and girls (2014)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

The Mental Health Strategy for England (2011)

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Private Fostering (2005)

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Radicalisation (2012) <https://www.gov.uk/government/publications/channel-guidance>

Sexting <http://ceop.police.uk/>

Domestic Abuse

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

This is Abuse Relationship Abuse (2013)

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Trafficking (2011)

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Data Protection Act 2018

<https://www.gov.uk/government/collections/data-protection-act-2018>

Information Sharing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

APPENDIX 2 – PEER ON PEER ABUSE / HARMFUL SEXUAL BEHAVIOUR PROTOCOL

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The DSL or Deputy DSL should lead on the investigation using their professional judgement, supported by other agencies, such as children's social care and the police as required (KCSIE 2020).

All staff should observe the following guidelines when receiving a disclosure of Peer on Peer abuse.

1. The initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.
2. Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further with the DSL or Deputy DSL to discuss next steps.
3. Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
4. Write up the report immediately after the disclosure. However, if there is a second member of staff present then it may be appropriate to make notes during the report.
5. Record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. If the report includes an online element staff should ensure they do not view or forward illegal images of a child wherever possible.
6. Inform the DSL (or deputy), as soon as practically possible.

Risk Assessment

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate staff) at the Academy, especially any actions that are appropriate to protect them;

Risk assessments should be recorded and kept under review. At all times, the Academy should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual violence and/or sexual harassment

The DSL (or deputy) is likely to have the most complete safeguarding picture and be the most appropriate person to advise on the school or college's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children staff; and
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. Whilst the DSL (or a Deputy) establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

The Academy will then put in place a safety plan to keep the victim and alleged perpetrator a reasonable distance apart whilst on school premises and on transport to and from the school or college, where appropriate.

Options to manage the report

When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the Academy should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

Options include:

1. Manage internally

Suitable for some one-off cases of sexual harassment, for example. Risk to the victim is minimal and it would be appropriate to handle the incident internally, perhaps through utilizing their behaviour and bullying policies and by providing pastoral support.

2. Early help

Children do not require statutory interventions, but may benefit from early help. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Referral to Children's Services

Where a child has been harmed, is at risk of harm, or is in immediate danger, an immediate referral should be made to local children's social care. At the referral to children's social care stage the DSL (or a Deputy) will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

All concerns, discussions, decisions and reasons for decisions should be recorded immediately, clearly and accurately.

Date	Change
January 2021	Finalised Safeguarding Policy