# ASPIRE ACADEMY TRUST
# MOUNT HAWKE ACADEMY

## (CAPH Model Policy)
## Keeping Children Safe in Education
## Child Protection and Safeguarding Policy

### "Safeguarding is everyone's responsibility"

**Key Information**

- This policy was developed and adopted on: December 2017
  The policy will be reviewed on: December 2018
- Aspire Safeguarding Director – Sally Olford
- The Trustee with Safeguarding responsibility – Anna Corbett
- The Designated Safeguarding Lead (DSL) is: Catherine Biddick
- The Deputy Designated Safeguarding Lead (DDSL) is: Pip Piper / Claire Jouvenat
- The name of the Designated Teacher for Children in Care is: Jerry Marks
- The Single Point of Contact (SPOC) for the Prevent agenda is: Catherine Biddick
- The Child Sexual Exploitation Lead is: Pip Piper
- The named Safeguarding Hub Councillor is: Clare Elliott

This policy is based on the template sent to academies by CAPH (Cornwall Association of Primary Heads) in November 2016. (Revised September 2017) It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **Revision date September 2018.**


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## 1. Introduction and Context:

### 1.1 Our responsibilities

**Section 175 of the Education Act 2002** places a duty on local authorities in relation to their education functions, the governing bodies of maintained academies and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at an academy or who are students under 18 years of age attending further education institutions.

The same duty applies to independent academies (which include academies and free academies) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All academies should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

This policy develops procedures and good practice within our academy, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our academy and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the academy, parents and carers through the academy's website and a hard copy will be available from the school office, on request.

An online system of monitoring and recording actions called ASSYST is used throughout Aspire and our academies are required to a carry out termly task eg share a serious case review in order to support our ongoing 'culture' of safeguarding.

### 1.2 Meeting your communication needs

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

### 1.3 Terminology

- **Child** includes everyone under the age of 18 years old

- **All staff** – refers to all those staff working for or on behalf of the academy, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Hub Councillors** – refers to all forms of governance within Aspire Academy Trust and Mount Hawke Academy.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

### 1.4 Acronyms used in this policy:

DSL –Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

MARU – Multi Agency Referral Unit

CSE –Child Sexual Exploitation

FGM –Female Genital Mutilation

KCSIE –Keeping Children Safe in Education (Revised September 5th 2016)

CIOS SCB – Cornwall Isles of Scilly Safeguarding Children Board

LADO – Local Authority Designated Officer

### 1.5 Key Documents:

This is an overarching policy and should be read in conjunction with the following documents:

'Working Together to Safeguard Children' (2013) pending revisions for 2015, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: http://www.workingtogetheronline.co.uk/index.html

"Keeping Children Safe in Education" (Sept 2016), which is the statutory guidance for Academies and Colleges. The guidance is available via the following link:
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

'What to do if worried a child is being Abused: Advice for Practitioner'. March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

"The Prevent Duty Departmental, advice for Academies and child care providers June 2015. The guidance is available via the following link:
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on academies). The guidance is available via the following link:
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Children Missing Education- Statutory guidance for local authorities. September 2016. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Child Sexual Exploitation – Further guidance is available via the following link:
http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/safeguarding-topics/child-sexual-exploitation-and-missing-children/

**Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link: http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

**Furthermore, we will follow the procedures set out by:**

The South West Child Protection Procedures: www.swcpp.org.uk

and

Cornwall and the Isles of Scilly Safeguarding Children Board www.safechildren-cios.co.uk

In accordance with the above procedures, the Academy carries out an annual audit of its Safeguarding provision (Section **157** Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Board.

**This policy should also be read in conjunction with the following policies linked to safeguarding within the academy which can include**:

| | | |
|---|---|---|
| **Anti–bullying** | **Online safety** | **Health and Safety** |
| **Acceptable user (for staff)** | **Visitors** | **Intimate care** |
| **Behaviour Management** | **Confidentiality** | **Safer Recruitment** |
| **Whistleblowing** | **Radicalization** | **Equality and diversity** |
| **Physical Interventions** | **First Aid (including management of medical conditions)** | |

## 2: Our Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our academy. Our academy recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our academies activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.

- Support and encourage other groups and organisations to implement similar policies.

- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.

- Ensure that any training or events are managed to the highest possible safety standards.

- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.

- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

- Carefully recruit and select all employees, contractors and volunteers.

- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.

- Share information about concerns with agencies who need to know, and involving parents and children appropriately.

- Our academy maintains an attitude of 'it could happen here' at all times.

**2.1 <u>Key elements to this policy:</u>**

- Establishing positive, supportive, secure working practices that put children first.

- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our academy.

- Keeping child protection issues at the forefront of our work and know who in the academy the DSL is.

- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.

- Supporting children and young people in accordance with his/her agreed child protection plan.

- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.

- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.

- Keep online records of concerns via My Concern about "vulnerable" children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.

- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.

- Risk-assess any off-site activity, led by us, the academy.

## 3. Early Help:

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.
These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

These children are therefore more vulnerable; this academy will identify who their vulnerable children are, ensuring **ALL** Staff and Hub Councillors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the academy wishes to make a referral then they would contact the Early Help Hub.

Additional guidance can also be accessed by using the CIOS SCB multi agency threshold document. This guidance is available via the following link:
http://www.safechildren-cios.co.uk/media/28243514/cios-scp-threshold-guidance-august-2017.pdf

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

**Contact details:**

- **Telephone: 01872 322277**
- **Email: earlyhelphub@cornwall.gov.uk**
- **Website: www.cornwall.gov.uk/earlyhelphub**

## 4. Child Abuse:

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2015).

### 4.1 Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning/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.

### 4.2 Emotional Abuse

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

### 4.3 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 or 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.

### 4.4 Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may include a failure to:

- Provide adequate food, clothing and shelter.
- 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.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

### 4.5 Bullying

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[refer to Academy Bullying Policy].**

## 5. Reporting your concerns

### 5.1 General Principles

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

### 5.2 If the DSL/DDSL are not available.

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

**Contact details: MARU 0300 1231116**

**If the concerns arise out of office hours contact 01208 251300**

If they are unsure they can contact MARU for advice and guidance.

### 5.3 Contacting MARU (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the academy
- Factual information about the concerns you have

### 5.4 Making a referral in writing:

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website www.safechildren-cios.co.uk You must then send it in by secure email which is clearly highlighted on the referral form:

**MARU Secure email:** multiagencyreferralunit@cornwall.gcsx.gov.uk

### 5.5 Informing Parents

Academies should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the academy become aware of this.

### 5.6 Resolution of Professional Differences

In the event that the academy disagrees with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf

### 5.7 If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the academy are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MARU who will provide contact details of the worker and/or their manager.

## 6. Specific Safeguarding Issues:

There are specific issues that have become critical issues in Safeguarding that Academies will endeavour to ensure **ALL** their Staff and hub councillors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family

- Poor parenting, particularly in relation to babies and young children

Academies and Colleges can access broad government guidance on the issues listed above via https://www.gov.uk/childcare-parenting/preventing-neglect-abuse-and-exploitation and local procedures and strategies are available through www.safechildren-cios.co.uk**.**

Mount Hawke Academy will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Hub Councillors. Annex A of KCSIE (September 2016) provides more detail on the following:

### 6.1: Child Sexual Exploitation (CSE)

**Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take 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. (DfE Child Sexual Exploitation February 2017).**

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the academy.

In addition the academy would access the CSE tool kit on the South West Child Protection Procedures website. http://www.swcpp.org.uk.

Potential indicators of CSE are contained within Appendix A.

### 6.2 Radicalisation/PREVENT

Mount Hawke Academy will ensure **ALL** staff including hub councillors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

The HOS/Senior HOS and Board of Trustees will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure **All** Staff and Hub Councillors implement the duty.

**Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the academy follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Academies (2014).**

**https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Academys.pdf**

Ensure the risks of Radicalisation **are** referred to within all relevant policies including visitors anti bullying and e-safety.

Mount Hawke Academy will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below).

http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The academy is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the academy. We follow the guidance set out in Annex C (KCSIE September 2016) Please refer to Mount Hawke Academy e-safety/**online safety** policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within Mount Hawke Academy, Catherine Biddick, with any concerns.

**Additional contact details:**

**Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: prevent@cornwall.gov.uk**

**MARU can also be contacted for advice: 0300 1231 116**

**Emergency Out of Hours: Tel No: 01208 251300**

**If immediate and serious concerns call the police on 999**

### 6.3 Female Genital Mutilation (FGM)

Mount Hawke Academy recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the academy unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

### 6.4 Peer on Peer Abuse

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as an academy to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the academy.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting.

We are working hard as an academy to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to Mount Hawke Academy's **Anti Bullying, Equality and Diversity, e-safety/online safety policies**

### 6.5 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. **The academy may need to devise a policy /procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.**

Mount Hawke Academy recognises that additional barriers can exist when **identifying** abuse and neglect in this group of children. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare Mount Hawke Academy will follow the same procedures as outlined within this policy and liaise with the DSL initially.

### 6.6 Online safety

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our academy. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards

Mount Hawke Academy takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Mount Hawke Academy's e-safety/online policy and the acceptable user policy for staff.

#### 6.6.1 Filtering

Mount Hawke Academy is adhering to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our e-safety policy.

### 6.7 Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see academy as a safe retreat from problems at home or alternatively not attend academy through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

### 6.8 Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the academy day.

#### 6.8.1 EHE- Elective Home Education

**We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the academy to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents / carers confirming that they are withdrawing the child from the academy to home educate. Further guidance is available via**

**https://www.cornwall.gov.uk/media/24385261/information-for-home-educators-2016-17.pdf**
**https://www.cornwall.gov.uk/education-and-learning/academys-and-colleges/education-welfare/elective-home-education/**
**https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=XP6kP8Hli2c**

**The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.**

#### 6.8.2 Reduced Time Tables

**Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to academy full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at**

**https://www.cornwall.gov.uk/reducedtimetables**

**The use of a reduced timetable should be an exceptional measure in this academy. It is illegal for an academy to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for academies and educational settings' details further the actions and procedures that need to be followed**

https://www.cornwall.gov.uk/media/22616684/reduced-timetables-guidance-v20.pdf

### 6.9. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Hub Councillors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016)

A designated children in care lead has been appointed from the senior leadership team. In Mount Hawke Academy this person is currently Jerry Marks.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICESS).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within the academy who are in care.

### 6.10 Young Carers

As an academy we recognise the needs of young carers in that they can be more vulnerable or placed at risk.
We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

### 6.11 Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

**Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however** 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. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. 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.

If at any time the academy had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

### 6.12 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the academy is aware of such an arrangement being in place they must advise the family that the academy have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

### 6.13 Modern Slavery and Human Trafficking

**The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.**

**Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.**

**It is possible to be a victim even if consent has been given to be moved.**

**Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.**

**If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.**

**Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).**

### 6.14 Special Circumstances:

#### 6.14.1 Work Experience

**The Trust has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in "Keeping Children Safe in Education (2016)".**

#### 6.14.2 Children staying with host families

**The academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during academy terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the academy must follow the guidance in Annex E of "Keeping Children Safe in Education (2016)" to ensure that hosting arrangements are as safe as possible.**

## 7. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

## 8. Record Keeping:

Well-kept records are ***essential*** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving academy if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

**My Concern – Online system for record keeping within all Aspire Academies**

My Concern enables academies to report any safeguarding concerns and provides access to relevant guidance and policies. This system must be used in all cases of concern. This is a system that provides a chronological information database with the ability to enable evidence to be attached in a secure location.
It is the responsibility of EVERY member of staff within the academy to use this system and record any concerns in a timely fashion
Information regarding all concerns logged across Aspire Academy Trust will be collated on a termly basis. The information will highlight trends and the main areas of concern that have been reported. The figures and any trends will be reported to the Board of Trustees for analysis and if necessary to determine what/if any action/s need to be implemented.

## 9. Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our academy.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Head of School must be informed. If the Head of School is not available then the DDSL should be advised.

If the allegation concerns the Head of School or Senior Head of School, then the Whistleblowing Director/s of the academy trust must be informed.
In all situations regarding an allegation of abuse against a member of staff/volunteer/director the academy must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Head of School, (if the allegation is against the Head of School) Whistleblowing Director/Aspire Trustee with responsibility for Whistleblowing will: **Contact the LADO for advice**

**As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.**

**The following issues need to be considered**

- **What are** the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

**Contact details LADO: 01872 326536**

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-
https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc

## 10. Whistleblowing:

Please adhere to the academies whistle blowing policy. **Revised in September 2017**

**Whistleblowing Directors:** Sally Olford – Rachel Warwick – Andrew Earnshaw
**Aspire Trustee with responsibility for Whistleblowing** – Anna Corbett
**External contact for Whistleblowing** – Steve Burgess – Neo People Management

In the event that you do not feel able to follow the academy's whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

**NSPCC Whistleblowing helpline: 0800 028 0285**

**Further contact details are contained within the revised Whistle blowing policy (September 2107)**

## 11. Key Safeguarding Roles and Responsibilities: (see Appendix D)

### 11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002 S175/157 for all academies to have a designated safeguarding lead. Mount Hawke Academy follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

### 11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

### 11.3 Hub Councillors/Governing Body

The roles and responsibilities of the Hub Council are outlined in Part 2 of KCSIE (revised September 2016). In addition we have outlined these responsibilities in Appendix D.

## 12. Safer Recruitment (SEE SEPARATE ASPIRE POLICY)

Our academy operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our academy complies with the requirements of KCSIE, September 2016 - Part 3

Our academy complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

## 13. Attendance at Child Protection Conference:

If a child or young person becomes the subject in a Child Protection Conference as an academy we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the academy including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. **This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.**

## 14. Training:

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and Hub Councillors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). All Aspire employees are expected to carry out annual refresher training which is personalised to each Academy.

All new employees to Aspire are required to attend a lengthy induction held at the aspire offices which included Tier 2 training. They are also expected to carry out an induction within their academy which should be signed and dated.

In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full hub council meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Child discloses Abuse.

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole academy training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake

their role and support the academy in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our academy.

Our Hub Councillors will have access to basic safeguarding training within the academy. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the Hub Council in line with Part 2 of KCSIE, in particular the role of the Hub Councillor. In addition to this training the safeguarding Hub Councillor may wish to access multi-agency safeguarding training at least every two years. Safeguarding is on every agenda of Hub Council / Board of Trustees meetings. A summarised version of serious case reviews are also shared within these meetings and lesson learned are discussed.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the academy is keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

**Educare for Education**

Educare is an electronic Safeguarding training system which is available for all employees within Aspire. Staff have been instructed to complete safeguarding modules which need to be completed by a specific deadline to ensure a robust and extensive knowledge of safeguarding requirements across Aspire Academy Trust. This system also ensures that safeguarding training is available immediately and ensures that all staff have the crucial knowledge required to work with children.

**Safeguarding training assurance from 3rd party providers/contractors**

**It is the responsibility of the Academy to seek assurance from the 3rd party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the Academy has the assurance needed). In addition to this, the Academy will ensure that contractors/3rd party suppliers receive local safeguarding information (the Academy safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3rd party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in academy.**

**For audit purposes and our own assurance the Academy will keep a record of responses from contractors/3rd party suppliers.**

**If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.**

## 15. Extended academy and off-site arrangements:

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended academy activities are provided by and managed by the academy, our own **safeguarding**/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will

check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective **safeguarding**/ child protection arrangements are in place.

## 16. Photography and images:

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this academy.

## 17. Supporting Staff:

Our academy recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The academy hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in academy who can make enquiries into what support may be available for the individual member of staff.

In this instance the Health and Wellbeing champions in each academy may also be used to offer support or signpost to organisations that can offer help.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**

The DSL and Safeguarding Hub Councillor will take responsibility for updating this policy and information, all staff and the Hub Council of key changes.

## Appendix A: Signs and Indicators of Abuse

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns you must pass these to your DSL immediately.

**Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

**The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

**Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

**Neglect**

It can be difficult to recognise neglect; however, its effects can be long term and damaging for children.
It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that our different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include**:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive **(also known as faltering growth**) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Hub Councillors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Hub Councillors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

**The physical signs of sexual abuse may include:**

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains
- Discomfort when walking or sitting down.

**Changes in behaviour which can also indicate sexual abuse include**:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

**Note**: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

**Child Sexual Exploitation (CSE)**

Many aspects of CSE take place online so it may be difficult to identify this within academy. **The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However abuse indicators may include:**

- Children talking about having lots of 'friends' online whom when asked the do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- **Exclusion or unexplained absences from academy**
- **Isolation from peers/social network**

- **Frequently in the company of older people – association with 'risky' adults**
- **Accepting lifts or being picked up in vehicles**
- **Physical injury without plausible explanation**
- **No parental supervision/monitoring of online activity**
- **Poor academy attendance**
- **Secretive behaviour**
- **Self harm or significant changes in emotional well-being**
- **Concerning use of internet or other social media**
- **Returning home late**
- **Chronic tiredness**

**Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. **8- 15 year old girls are the most vulnerable**

**Indicators may include:**

- Days absent from academy
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

## Appendix B: Dealing with a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within academy. These are the key principles:

**If:**

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You **RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset. E.g. How did you ……?
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).

- Do not interrogate or enter into detailed investigations**:** rather, encourage the child to say what **she/**he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it ------**?**.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate**.**

**Types of Questions you can ask:**
· Tell me? (tell me what happened)
· Explain? (explain what you meant by)
· Where did this happen/where were you?
· When did this happen?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

Staff **MUST NOT**
- Investigate suspected/alleged abuse themselves;
- Evaluate the grounds for concern;
- Seek or wait for proof;
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

## APPENDIX C: Procedures if an allegation is made against an academy's staff member (including volunteers and hub councillors).

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head of school regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the academy.

If the allegation concerns the Head of School, then the safeguarding Director (Sally Olford) must be informed immediately.

Advice should be sought from Neo People Management (HR support for Aspire)

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If

they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/

This should then be sent in via MARU

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what **she/**he says will be taken very seriously and everything possible done to help.

## Appendix D: Key Roles and Responsibilities

### Designated Safeguarding Lead (DSL):

The academy follows the guidance within Annex B: KCSIE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the Hub Councillors and parents

### Deputy Designated Safeguarding Lead (DDSL):

As above. They will be trained to the same level of the DSL .

If you are a large academy you may have more than one DDSL. If this is the case ensure that there is excellent communication between the safeguarding team within the academy and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

### Hub Councillors / Board of Trustees

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016) this includes:

- Taking leadership responsibility for the academies Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that we have a nominated link Hub Councillor for Child Protection and Safeguarding and this person has received appropriate training for their role.
- The designated safeguarding Hub Councillor visits the academy regularly to review safeguarding within the academy and includes within visits regular discussions with children

- Ensuring that we have a Safeguarding Director, appointed from the Board of Directors and one who oversees and line manages the activities and the activities of all other leads in the academy. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the academy.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during academy hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Hub Councillor for CIC (Children in Care) and SEND alongside other nominated leads in the academy on these issues;
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every Hub Council / Board of Trustees meeting
- That there are procedures in place in handling allegations against Staff, Volunteers and Hub Councillors and any concerns staff and volunteers have (including concerns about the academy) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The trust has appointed a trustee with responsibility for whistleblowing (Anna Corbett).
- That all staff, (including volunteers and frequent visitors) who will be working in the academy are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about academies policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including Hub Councilors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an on-line/ e - safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be Privately Fostered.

- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the academy's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within the academy.

## Appendix E: Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from an academy perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ leaning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within academies as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices.