

# One Degree Academy

## Safeguarding and Child Protection Policy

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Author	ASA
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<b>Deputy Designated Safeguarding Lead</b>	<b>Aidan Sadgrove</b>
<b>Link Governor for Safeguarding</b>	<b>Anushka Sonpal</b>



## 1 Key Personnel and Contacts

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Enfield Children's Social Care		020 8379 2507 out of hours: 020 8379 1000 (select option 2)
Haringey Children's Social Care		020 8489 4470 Out of office hours: 020 8489 0000
Enfield Single Point of Entry (SPOE)		02083795555 <a href="mailto:Caf.administrator@enfield.gov.uk">Caf.administrator@enfield.gov.uk</a>
Local Authority Children in Need Duty Team		via the SPOE 020 8379 5555
Local Authority CSE Lead	Linda Helliari	0208 3794200
Local Authority Designated Officer (LADO / DO)	Maria Anastasi	0208 3792746
Enfield Prevent Coordinator	Suj Ponnampalam	0208 3796137 <a href="mailto:sujeevan.ponnampalam@enfield.gov.uk">sujeevan.ponnampalam@enfield.gov.uk</a>
DFE Extremism helpline		0207 3407264 Counter.EXTREMISM@education.gsi.gov.uk
Ofsted Whistleblowing Hotline		0300 123 3155 <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a>
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Virtual School Head	Lorraine Brown Natalie Stephenson	

## 1.1 Introduction

At One Degree Academy, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

This policy applies to all One Degree Academy's members, staff, governors and volunteers working in and with One Degree Academy. This policy has been developed in accordance with the requirements identified in 'Keeping Children Safe in Education' as updated in **September 2018** (See Appendix 1).

This includes guidance on (see appendices for further information):

- child sexual exploitation (CSE)
- female genital mutilation (FGM)
- forced marriage
- anti-radicalisation and the Prevent strategy
- children missing in education (CME)

One Degree Academy will fulfil its local and national responsibilities and have due regard to the following documents: -

- DfE 'Keeping Children Safe in Education', September 2018
- DfE 'Working Together to Safeguard Children', 2018
- DfE 'Protecting children from radicalisation: the prevent duty', August 2015
- DfE 'Sexual violence and Sexual Harassment between Children', May 2018
- Prevent Duty Guidance: England and Wales, March 2015
- Ofsted 'Inspecting safeguarding in maintained schools and academies', April 2015
- Ofsted 'Inspecting safeguarding in safeguarding in early years, education and skills settings', August 2015
- Competence Still Matters: Safeguarding training for all employees and volunteers LSCB 2014
- Ofsted 'Safeguarding in Schools: Best Practice', September 2011
- The Children Act 1989 and 2004
- The Education Act 2002 and the Education (Independent School Standards) Regulations 2014
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

All students have a right to be protected, respected, valued and to be heard. This will be achieved by:

- The identification of students at risk of suffering significant harm, exploitation or at risk of extremism

- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies  
Addressing concerns at the earliest possible stage; and
- Working in partnership with the Local Authority Safeguarding Boards (LASGB)

### 1.1 Policy statement

We recognise that because of the day to day contact with children, Academy staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. One Degree Academy will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the relevant Local Authority Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a nominated Leadership Team member responsible for Safeguarding
- Ensure every member of Academy staff (including temporary and supply staff and volunteers) and members of the Governing Body know the name of the designated senior person responsible for Safeguarding and their role
- Ensure all One Degree Academy staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on One Degree Academy and its staff for Safeguarding by setting out its obligations in the relevant Academy prospectus and publishing our policy on the Academy website
- Notify the LADO (or DO) if there is an unexplained absence of more than three days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of Academy staff or volunteer

- Ensure safe recruitment practices are always followed

At One Degree Academy, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught

One Degree Academy recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant or they may be withdrawn. The Academy will endeavour to support the pupil through:

- The breadth and content of the curriculum
- The One Degree Academy ethos and values
- The Academy behaviour policy, which is aimed at supporting vulnerable pupils in the Academy environment
- The Academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is securely transferred to the new school/Academy immediately and that the child's social worker is informed
- One Degree Academy use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk

### Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as student health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and the safeguarding of vulnerable adults.

Single Central Register compliance is an important part of the Academy's commitment to Safeguarding and will be monitored and signed off by:

- The Principal on a monthly basis
- The chair of governors on a termly basis

### 1.2 Responsibilities

1.2.1 The One Degree Academy Governors will oversee and keep under review the general policy for One Degree Academy.

1.2.2 All adults working in the Academy (including visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2018 guidance) to the Designated Safeguarding Lead (DSL), deputy DSL or to another member of the senior leadership team if any of the above are unavailable. The steps taken by the DSL can be

**The Designated Safeguarding Lead is: Jo Addleton**

**The Deputy Designated Safeguarding lead is: Aidan Sadgrove**

1.2.2 The Academy Governors will:

- Oversee the Academy's procedures in line with the One Degree Academy policy
- Appoint a Nominated Governor to liaise with the Academy's Principal and Designated Safeguarding Lead (DSL) on Safeguarding issues monitor the effectiveness of safeguarding through regular safeguarding reviews using the proforma set out in Appendix 9
- Receive and consider termly a report from the Principal on safeguarding students in the Academy

1.2.3 The Principal will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored
- Ensure that all staff, governors, parents and students are aware of the policy and procedures in place
- Select/appoint two Designated Safeguarding Lead (DSLs) - the DSL and Deputy DSL. Consideration should be given by the Principal to the range of other responsibilities that the DSL undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences
- Ensure that all staff understand the role of the DSL and that identification and contact details for the DSL and Deputy DSL are clearly displayed in staff areas and any staff handbook
- Determine an appropriate annual training programme in consultation with the Designated Safeguarding Lead (DSL)
- Report annually to the Governing Body on the working of the policy

1.2.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies
- Being aware of the latest national and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an Academy student

- Ensuring that all staff have an understanding of child abuse, neglect, CSE, FGM, and extremism and radicalisation and their main indicators
- Ensuring that all school staff understand the idea of 'early help', can identify children in need of 'early help'
- Keeping a record of who children in need of 'early help' are
- Dealing with allegations of abuse in accordance with local procedures
- Ensuring that appropriate annual training for staff is organised according to the agreed programme
- Ensuring that adequate reporting and recording systems are in place; and
- Liaising with the Governing Body's Nominated member for Safeguarding.

The Designated Safeguarding Lead will meet regularly with the Principal to discuss safeguarding issues including:

1. LAC
2. CIN/CP
3. Medical issues
4. SEMH
5. Persistent Absence
6. Police reports
7. Substance abuse
8. Local and national issues such as FGM, County Lines, extremism, CSE and CME
9. Students who would benefit from 'early help'

These meetings must be evidenced by agendas and papers. Other key staff will be invited as appropriate.

1.2.5 All staff, including supply teachers and other visiting staff (e.g. Academy nurses) and those supporting educational visits, will be informed of the Designated Safeguarding Lead (DSLs) name, the named Deputy, and the Academy's policy for the protection of children:

- On entry to the academy
- During their first induction to the Academy, including during completion of Safeguarding training
- Through the staff/personnel handbook
- At whole staff training or briefing meetings

**All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents), to the Designated Safeguarding Lead (DSL) or named deputy. If in any doubt staff should consult with the Designated Safeguarding Lead (DSL).**

All relevant national and local procedures will be made available for staff reference and can be obtained through the Academy.

### 2. Allegations of Abuse

- 2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.
- 2.2 The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).
- 2.3 The DSL will ensure that the Principal and Deputy DSL are informed of all allegations and how they are dealt with.
- 2.4 The DSL will deal with the allegation in accordance with locally agreed procedures and One Degree Academy guidance.
- 2.5 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.
- 2.6 It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome to ensure there is closure or continual vigilance as necessary.

### 3. Allegations Against Staff - reporting procedures

- 3.1 All allegations of physical or sexual abuse made against a member of staff in relation to a student must be reported to the Principal **immediately**. However, if the allegation is about the Principal it should be reported to the chair of governors who will undertake the role assigned to the Principal throughout this procedure.
- 3.2 If the allegation meets any of the following criteria, the Principal (or other lead person) must report it to the Local Authority Designated Officer the same day. If it is alleged that a teacher or member of staff (including a volunteer) has:
  - Behaved in a way that has harmed a child, or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.
  - For other allegations the Principal and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.
- 3.3 Where the Principal considers that a referral may be warranted under Child Protection Procedures when an allegation appears to meet the criteria in 3.2, the Principal must inform the Local Authority's Designated Officer.
- 3.4 The Local Authority's Designated Officer must be informed of all allegations that come to the Academy's attention that meet the criteria in 3.2 so that

he/she can consult police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care.

All alleged physical injuries must be investigated by the appropriate external agencies.

- 3.5 The full procedures for allegations against staff can be found in the Academy's Allegation against a Staff Member Policy. In circumstances where allegations are made it is important that the policy is adhered to alongside this Safeguarding and Child Protection Policy.

#### 4. Training

One Degree Academy ensures all staff complete continual and regular Safeguarding Training. Safeguarding training is planned to take place throughout the year to keep all stakeholders up to date with latest policy and best practise. The Academy also has a commitment to training and attendance at Local Authority and inter-agency Safeguarding Board meetings.

One Degree Academy is committed to safeguarding training and ensures that:

- Time is given to enable this commitment to be met
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training at least every two years and be required to keep up to date with safeguarding developments at least annually
- All staff and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the Academy
- All Academy staff and Governing Body members will undertake training at least every year as organised by the DSL
- All staff will receive weekly safeguarding training in the form of a morning briefing focussing on key issues relevant to our cohort
- Newly recruited staff will complete training as part of their induction and will receive Academy specific training including the child protection policy, the behaviour policy, the staff code of conduct; the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) and being made aware of local risk factors for extremism
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training at least every two years
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority
- Appropriate members of the senior leadership team and governance team are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

One Degree Academy recognises that children with SEND may face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

At One Degree Academy, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Having daily team meetings about the children to monitor changes in their behaviour ensuring that SEN children are monitored closely
- We train staff to be vigilant to signs of abuse in SEND students by having regular training throughout the year

### 5. Staff Recruitment

Please refer to the One Degree Academy Recruitment Policy and Safer Recruitment Specific Guidance

### 6. Safeguarding pupils who are vulnerable to extremism; the Prevent duty

One Degree Academy follows statutory guidance as set out in Appendix SIX on the Academy's responsibility to dispense the Prevent Duty.

Through the One Degree Academy' ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 The Academy is aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, the Academy recognises young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

One Degree Academy values inclusion, tolerance and the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning

healthy communities in which the Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety and community cohesion.

The Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix SIX under Prevent Duty Guidance from the DfE.

One Degree Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### 6.2 Risk reduction

The Principal and the Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the Academy's profile, community and the One Degree Academy ethos.

Risk Assessment Proforma can be found in APPENDIX SEVEN

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all Academy staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- **Vulnerability:** identity crisis, personal crisis, migration, unmet aspirations and history of criminality

- **Access to extremist influences:** through friendship groups, internet activity, activities broad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences:** social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel:** pattern of travel regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors:** disadvantaged background, lack of empathy and /or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

### 6.3 Response

The Academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead in the academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX EIGHT.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### 6.4 Training

The Academy will ensure that the DSL/SPOC will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to all staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

### **7. Safeguarding pupils who are vulnerable to exploitation, child sexual exploitation, county lines, honour based violence , forced marriage, female genital mutilation, or trafficking**

Through the One Degree Academy' ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our STRIVE character curriculum and bespoke One Degree Academy approach to RE.

We are equipping our students and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources including lesson content on:

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- County Lines
- Honour based violence including FGM, forced marriage and practises such as breast ironing
- Staff training on child trafficking
- Assembly resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations such as STOP THE TRAFFIK. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.

<https://www.stophetraffik.org/>

Additional guidance on Forced Marriage can be found in APPENDIX THREE

Additional guidance on FGM and honour based violence can be found in APPENDIX FOUR

Specific guidance on Child Sexual Exploitation (CSE) can be found in APPENDIX FIVE

### **7.1 Procedure for students identified as being ‘at risk’**

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the students into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student’s family, sharing the school’s concern about the young person’s vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) -

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The Academy will review the situation after taking appropriate action to address the concerns. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children’s Board.

If the concerns about the student are significant and meet the additional needs/complex need criteria it the Local Authority, he/she will be referred to the SPOE. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All Academy staff are aware that if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 are under a legal obligation to inform the DSL immediately. The DSL will be responsible for informing the police. If the DSL is not available, the Deputy DSL will undertake this responsibility.

## **8. Children Missing in Education**

One Degree Academy believes all students, regardless of their circumstances or background are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs.

8.1 The Academy operates a stringent attendance tracking system that is over seen by a member of the leadership team. The tracking and use of effective attendance

management strategies enables the Academy to ensure every child is accounted for.

8.2 The Academy undertakes to tackle Persistent Absentees and reports on children who are persistently absent from school

8.3 The Academy will only authorise leave of absence in exceptional circumstances. The Principal will determine the length of time that the child can be away from the Academy.

8.4 The Academy recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority

8.5 Attendance staff are trained to look out for these triggers and the Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority. Unless circumstances indicate that a child is at risk and immediate action is necessary, the local authority will be informed of every child who has a continuous period of unexplained absence of three days or more.

The admissions register at the Academy is kept up to date and the Local Authority is informed of all pupils/children who are removed from the Academy roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.

No student will be removed from an Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

For more information on the Academy's attendance policy, please contact the Academy office on 02031501144.

### 9. Private Fostering

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

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

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

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

One Degree Academy has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

One Degree Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

### 10. E-Safety

One Degree Academy's E-safety policy can be found on line. This policy sets out specific measures that ensure children in the Academy are safe from terrorist or extremist material via online platforms alongside other measures to minimise risk to the welfare of children due to other safeguarding threats.

### 11. Confidentiality and Record Keeping

11.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Principal and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

11.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively

that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's own sake. At the same time, the student should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

11.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern they should inform the Principal or DSL as soon as possible. This should be done **the same day** no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents). Concerns will be kept on the student's Child Protection file.

11.4 Child Protection records must be kept secure and arrangements in the Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

11.5 Upon receipt of any request regarding direct access to Academy documentation on a Child Protection file, the Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the Academy's child protection procedures transferring to another school, the Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day;
- and inform all relevant agencies of the transfer.

11.6 Any external individual or organisation contracted by the Academy to work with Academy students must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Academies child protection and safeguarding policy.

11.7 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

## 12. Working with Parents

Parents play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern

arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents;

- The Academy will work with parents to support the needs of their child;
- The Academy aims to help parents understand that the Academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

### 13. Equal Opportunities

The One Degree Academy Governing Body and staff, must take into account the One Degree Academy equal opportunities policies when discharging their duties under this policy.

### 14. Monitoring and Review

- a. The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Principal and the Nominated Member of the Governing Body.
- b. The Principal will report to the Governing Body annually on the working of this policy.
- c. One Degree Academy will actively evaluate the effectiveness of this policy by monitoring the Academy staff understanding and application of the procedures within this policy as their overall duty to safeguard pupils and students. One Degree Academy will undertake a yearly audit to assure that safeguarding systems and processes are working effectively. This audit will report to the One Degree Academy Safeguarding Committee and the results will be reported to the One Degree Academy

## Appendix 1

DfE Guidance and Safeguarding Students and Pupils - Staff Guidance

[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf)

[education/supporting\\_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf)

### A. Procedures in respect of Child Abuse:

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This Academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the Academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading Academy off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

### B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect

#### I. Dealing with disclosures of abuse

- Always listen carefully and quietly - do not press for any evidence at all.
- Remain calm and reassuring - do not dismiss the disclosure - do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.

- Do not interrogate or ask leading questions (it could later undermine a case).
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Academy concern Form.

### II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported - emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the DSL initially verbally. This should be done **the same day** no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.
- If the child agrees, take them with you to the DSL.
- With the DSL, prepare a detailed report itemising:
  - the information revealed by the student with absolutely no opinion
  - actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported and follow-up action taken within the Academy - date and sign any written record of events and action taken and keep confidential and secure
  - you must keep, in absolute confidence, a copy of the report, as will the DSL.
  - This should be done **the same day** no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).
- The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the DSL. The DSL is responsible for passing on these concerns to Children's Services.
- Accurate records are essential in the event of further investigations hence the need to report incidents or signs of abuse the same day they are discovered.

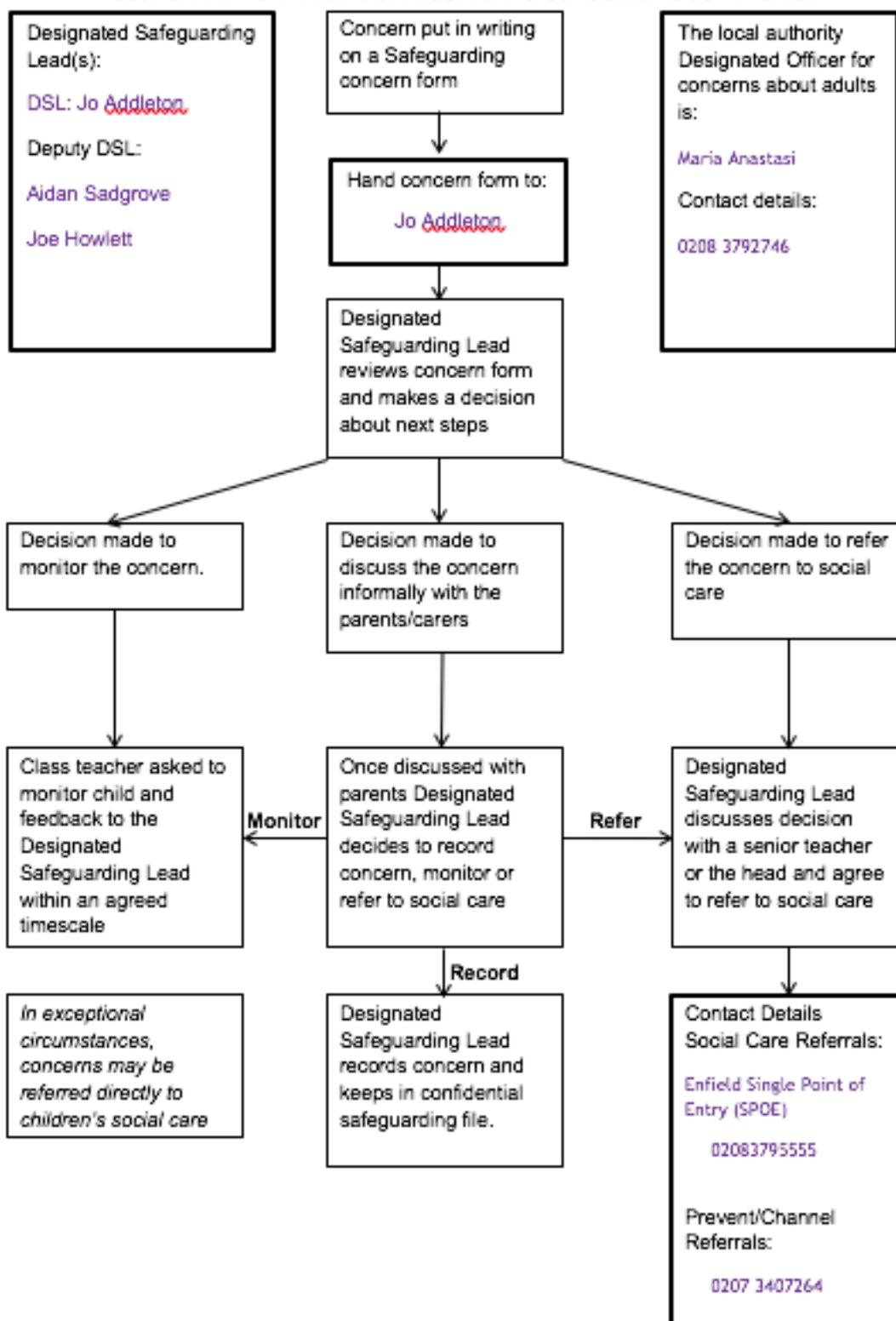
### III. If you see or hear something that concerns you:

- Don't ignore it.
- Fill out a concern form and seek advice immediately from the DSL - This should be done **the same day** no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents) and should be in person not via email
- Don't feel silly - if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk you should still complete a concern form in the usual way.

- If it is related to a child being immediately at risk - see the DSL, Deputy DSL, or Principal immediately and definitely before the child goes home that day. All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the Academy should be made directly to the Principal.



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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### Appendix 2

#### Additional Information on Child Abuse Categories of abuse

##### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's 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 opportunity 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 exploring or 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 to frequently feel frightened or in danger, 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.

##### Sexual abuse

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 include 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

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

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age inappropriate sexual behaviour.
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- may require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- appear frightened of the parent/s
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
  - persistently avoid child health promotion services and treatment of the child's episodic illnesses
  - have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
  - be absent or misusing substances
  - persistently refuse to allow access on home visits
  - be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

### Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).

- Linear burns from hot metal rods or electrical fire elements.
- Safeguarding & Child Protection 18
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- there is an unexplained fracture in the first year of life

### Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” - difficulty relating to others.

### Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality - consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent - agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience.
  - Safeguarding & Child Protection 20
  - Knowledge of society's standards for what is being proposed. - Awareness of potential consequences and alternatives.
  - Assumption that agreements or disagreements will be respected equally.
  - Voluntary decision.
  - Mental competence.
- Coercion - the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive period.

### Appendix 3

### Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 - 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

### Appendix 4

#### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. **All schools have a mandatory responsibility to report FGM to the police if they discover it.**

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

**Staff should also report this to the DSL who will inform the Principal.**

The Home Office have published some procedural information on the mandatory duty to inform police, which can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Is FGM legal?

The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages: <https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation>

Further guidance and information is available from

NSPCC FGM Helpline - Contact days and times: 24 hours Tel: 0800 028 3550

Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

FORWARD (Foundation for Women's Health Research and Development)

A leading national organisation working on FGM Tel: 020 8960 4000

Website: <http://www.forwarduk.org.uk/>

Circumstances or risk factors which may point to FGM happening:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).

- Child talks about going abroad to be ‘cut’ or to prepare for marriage. Signs that may indicate a child has
  - undergone FGM:
- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The ‘One Chance’ rule. As with Forced Marriage, there is the ‘One Chance’ rule. It is essential that Academies take action without delay.

What is honour based violence?

So-called ‘honour-based’ violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Appendix 5

Child Sexual exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people

who may be victims of sexual exploitation. Suspicions of CSE should be reported to the DLS immediately. This means **the same day**, no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions and miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;

- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

### Appendix 6

Prevent Duty for schools

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

Appendix 7

Prevent Self-Assessment

Objective: Adoption of Prevent into Mainstream Processes

No		Owner	Evidence	RAG
1.1	Does the Academy have a nominated Staff (and Governor) Prevent Lead?			
1.2	Is Prevent included within the Academy’s Safeguarding Policy?			
<b>Leadership and Management</b>				
2.1	Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
2.2	Is Prevent an agenda item of relevant ALT meetings / planning processes?			
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.4	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school			
2.5	Does the Academy have an identified single point of contact (SPOC) in relation to Prevent?			
<b>Working In Partnership</b>				
3.1	Does the Academy have engagement with wider Prevent work through their local Prevent Partnership? Including links with LA channel board?			
3.2	Is Prevent included within Information sharing protocols / MOU?			
3.3	Is the Academy included in an agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part			

	of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			
<b>Staff Training</b>				
4.1	Does the Academy have an annual policy and training review process in place?			
4.2	Does the Academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body?			
4.3	What training is given to staff members give them the knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does the training include identify at risk factors and behaviours pertinent to the local context?			
4.4	Are staff members aware of the referrals process and what actions should be taken in response to concerns? Does this involve awareness of the Channel process?			
4.5	Is Prevent included the within the Academy's Safer Recruitment Policy?			
4.6	Has the DSL received Prevent training from local police Workshop Raising Awareness of Prevent (WRAP)			
<b>Safety Online</b>				
5.1	Does the School IT system have appropriate levels of filtering to			

	ensure children are safe from terrorist and extremist material when accessing the internet in school?			
5.2	What processes and procedures are in place to ensure children use the internet responsibly?			
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?			
<b>Pastoral Support and Student Welfare</b>				
6.1	Does the Academy have chaplaincy provision and does the provision reflect the needs of the school demographic?			
6.2	What monitoring is in place of student welfare policies and procedures to ensure they are thorough and effective?			
6.3	Are there prayer and faith facilities in place?			
6.4	Are any organised activities in these facilities monitored effectively?			
<b>Security, Visitors, Contractors and Venue Hire</b>				
7.1	Is Prevent included within the Academy's Visitors Policy? How are due diligence checks conducted on visitors to the school?			
7.2	What arrangements in place to manage access to the Academy site by visitors and non-students/staff?			
7.3	Is there a policy regarding the wearing of ID on site? How is it enforced?			
7.4	How are visitors identifiable on site?			
7.5	Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? What are the written protocols for ensuring that any visiting contractors are suitable and appropriately supervised within school?			
7.6	Does a policy set out clear protocols for ensuring that any visiting speakers			

	- whether invited by staff or by pupils themselves - are suitable and appropriately supervised within school?			
7.7	Is Prevent included within the Academy’s venue hiring policy and what due diligence checks conducted on groups/individuals seeking to hire/use school premises?			

### SPOC Responsibilities I. Raising Awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation. The Channel coordinators have a range of training packages available to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

### II. Receiving Referrals

As the SPOC, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact yourselves first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk). The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system.) The coordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding Out More: ‘Learning Together to be Safe’ guidance for schools and colleges  
[www.dius.gov.uk](http://www.dius.gov.uk) HM Government  
 ‘The Prevent Strategy: A Guide for Local Partners in England’  
<http://security.homeoffice.gov.uk>  
 Every Child Matters  
[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

### Appendix 8:

Responding to sexting in schools and colleges - UKCCIS Guidance

#### **Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS)**

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. Over 200 organisations were involved in creating the guidance, including government and the DfE, children's charities, UK Safer Internet Centre, CEOP, Police, and teachers' groups.

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping children safe in education (2018)'. It should be followed unless there's a good reason not to do so.

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

#### **Incidents covered by this guidance:**

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

#### **Incidents not covered by this guidance:**

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

#### **Response to incidents of youth produced sexual imagery**

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.' (Sexting in schools and colleges: responding to incidents and safeguarding young people (page 8))

### The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

### Crime recording

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

### Handling incidents

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is avoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

### Always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behavior for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt within school, a further review should be held to assess risks.

### Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

### Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.

### Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful

Statutory Requirements	Evidence	Actions
<b>Documents</b>		
Working Together to Safeguard Children (DfE 2018)	Available? Yes/No	
Keeping Children Safe in Education (DfE 2016)	Available? Yes/No	
<b>Policy</b>		
Safeguarding and Child Protection Policy		
Published on website	Yes/No Is the version on the website up-to-date and the same as the one in current use in the school?	
Reviewed annually	Yes/No Ensure Publication date and review date are on it with signatures of Head and Chair of Governors	
Staff Discipline, Conduct and Grievance Policy	Yes/No Available to all staff? Where?	
Managing Allegations against Staff Policy	Yes/No	



	Available to all staff? Where?	
Managing Allegations against other Pupils Policy	Yes/No Available to all staff? Where?	
Does the governing body recognise the expertise staff and provide opportunities 'to contribute to and shape safeguarding arrangements and child protection policy'? (see KCSIE para. 66)	Yes/No? How is this done?	
<b>Reports</b>		
Safeguarding Report to Governors	Last three reports and evidence of actions GB Minutes	

<b>Statutory Requirements</b>	<b>Evidence</b>	<b>Actions</b>
<b>Procedures</b>		
Appointment of Designated Safeguarding Lead	Yes/No Name(s)?	
Appointment of a designated teacher for 'Looked After Children'	Yes/No Name(s)?	
Appointment of a designated teacher with responsibility for the 'Prevent Duty' and to make referrals when necessary?	Yes/No Name?	
Mandatory DBS Checks for everyone in 'regulated activity' Policy Statement, including Enhanced DBS checks for all	Yes/No Where is policy statement?	

members of the governing body.		
Policy for the supervision of volunteers	Yes/No Where is policy statement?	
Vetting Checks for all adults included on a Single Central Register (SCR)  [This includes 'Disqualification by association' checks for schools who work with under-8s.]	Yes/No Who are named person(s) for managing and completing the SCR? Is this SCR up-to-date with no gaps?	
In independent schools (including academies and free schools) has a check been made to ensure people are not prohibited from management roles under section 128 provisions.	Yes/No? Recorded on SCR?	
Is there a robust system in place to check that agency staff arriving at the school, are the same people that the agency has carried out vetting checks for?	Yes/No? Evidence?	
Confidential record-keeping of child protection concerns. Are records kept in writing? Are child protection records kept separate to other pupil files?	Yes/No Who manages in absence of Designated Safeguarding Lead?	
Are CP records transferred securely and a receipt obtained from the receiving school?	Yes/No	
<b>Statutory Requirements</b>	<b>Evidence</b>	<b>Actions</b>

<b>Training</b>		
Is there an up-to-date Training Record for all staff and volunteers?	Yes/No?	
Has the Designated Safeguarding Lead had initial training and then every two years after that?	Yes/No? Noted on Training Record?	
Does the headteacher and all staff undergo child protection training which is updated regularly, 'at least annually', as complete sessions or in staff meetings for example?	Where is the policy statement on training intervals? Yes/No? Noted on Training Record?	
Does the school 'ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education'? (see KCSIE 2016 p4)	What is the 'mechanism'? Is it effective? Do all staff understand their role <u>and</u> carry it out? How do you know?	
Are all staff able to identify children who would benefit from 'Early Help'?	Yes/No? How do you know? Is a record kept of these children?	
Do staff understand the difference between a 'concern' and 'immediate danger' or 'risk of harm'?	Yes/No? How do you know?	

For at least one person on every interview panel – Safer Recruitment Training [It is also beneficial for staff who are involved in the administration of recruitment procedures to have had this training too.]	Is there a list of people who have completed this training? Can you demonstrate that this was the case in the last three selection/interview rounds?	
<b>Designated Safeguarding Lead</b>		
Does the Designated Safeguarding Lead (DSL) have a job description for this role?	Yes/No?	
Are there 'adequate and appropriate cover arrangements' for the DSL during out of hours periods?	Yes/No? How is this communicated to others?	
Does the Designated Safeguarding Lead have the 'appropriate authority' for the role?	Yes/No?	
Does the Designated Safeguarding Lead have "sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – an/or support other staff to do so – and to contribute to the assessment of children?" (Keeping Children Safe in Education, DfE July 2016)	Yes/No? Do you know how much time is spent on DSL work? Is the time efficiently used?	

<b>Statutory Requirements</b>	<b>Evidence</b>	<b>Actions</b>
<b>Mandatory Induction for all staff includes the following; all staff should also understand these as part of an annual refresher.</b>		
Does the induction include the signs and symptoms of abuse	Yes/No?	

and information about how to raise concerns?		
Staff Code of Conduct [including use of the internet and social media; staff/pupil relationships; and information about the 'Position of Trust'.	Given own copy? Yes/No?	
Do staff understand the role of the DSL?	How do you know?	
Safeguarding and Child Protection Policy	Given own copy? Yes/No?	
Managing allegations against staff	Yes/No?	
Keeping Children Safe in Education – Information for all staff Have all staff read at least Part One and Annex A?	Given own copy? Know how to access it? Yes/No?	
Attention drawn to the non-statutory guidance 'What to do if you're worried a child is being abused'	Yes/No?	
How to raise a concern or allegation about another adult in school.	Yes/No? How do you know?	
In proprietor-led schools, do staff know how to contact the Local Authority Designated Officer (LADO) in cases where there are concerns about him/her?	Yes/No? Where is this information? How do you know staff know?	

Information sharing advice for safeguarding practitioners (DfE 2015)	Yes/No?	
Whistleblowing Policy available? (Does it reflect principles of the Francis Report? – see Working Together 2015 p53)	Yes/No?	
Does information for staff give details of the NSPCC's Whistleblowing Helpline (0800 028 0285)?	Yes/No? Is it in the Safeguarding Policy? Is it in the Whistleblowing Policy?	
<b>Other</b>		
Is the Headteacher clear that in the case of allegations against they must not investigate until after speaking to the LADO? Does the Head report within one day, all allegations against staff to the local authority Designated Officer (LADO)	List of referrals/discussions with LADO, including person reporting and name of LADO?	
Is there accurate recording of pupil attendance, including in-lesson recording?	Yes/No?	
Is there robust follow-up to pupil absence?	Yes/No?	
Does the school have appropriate safeguarding procedures for children who go missing from education, particularly on repeat occasions?	Yes/No?	
Is the environment safe?	Perimeter? Access? Standard of physical safety around the building?	

	Regular checks?	
Are staff aware of their mandatory duty under the Serious Crime Act 2015, to make a <u>personal</u> report to the police when they hear a disclosure that a girl under 18 appears to have undergone Female Genital Mutilation?	Yes/No? Training Record	

Ofsted	Evidence	Actions
<b>Ofsted Common Inspection Framework September 2015</b>		
<b>Leadership and Management</b>		
Is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?		
Is safeguarding is effective?	How do you know?	
Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted?	How do you know?	
Are pupils listened to and do they feel safe?	How do you know?	
Are staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns?		
Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?		
How effectively do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues?		

Is there high-quality training to develop the vigilance, confidence and competency of staff so that they can challenge pupils' views and encourage debate?		
Do learners take responsibility for keeping themselves safe and healthy?		
<b>Personal development, behaviour and welfare</b>		
Does the school's approach to attendance ensure that no groups of pupils are disadvantaged by a high absence rate?  Is poor attendance tackled in order to ensure that pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average?		
The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.		
To what extent do pupils have an effective understanding of how to stay safe online, including the dangers of inappropriate use of mobile technology and social networking sites?		
<b>Early years provision</b>		
Are there any breaches of statutory welfare requirements?		

Is there vigilant and consistent implementation of policies and procedures to ensure that children's health, safety and well-being are supported?		
The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.		
<b>16 to 19 study programmes</b>		
Do learners take responsibility for keeping themselves safe and healthy?	How are they helped to do this?	

<b>Ofsted</b>	<b>Evidence</b>	<b>Actions</b>
<b>Inspecting Safeguarding in early years, education and skills settings (August 2015)</b>		
<b>Five Key Areas</b>		
Creation of a positive culture, where 'safeguarding is an important part of everyday life', backed up by staff training at every level.		
The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.		
Staff awareness of the signs of harm from within the family and the wider community.		
Timelessness of response to safeguarding concerns.		

Quality of the school's contribution to multi-agency plans for children.		
<b>Children and Young People</b>		
There is a positive impact on learners from the school's safeguarding approach.		
Children are protected and feel safe		
Children know how to complain and understand the process to do so		
Children can name a trusted adult they can talk to about concerns		
Children are supported, protected and kept informed of any actions when they raise concerns.		
Children are safe from discrimination and bullying		
Children are supported in learning to recognise and manage risk		
Children absent from school are quickly and robustly followed up		

<b>Adults</b>		
There is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'		
Adults give a 'strong, proactive response' that reduces the risk of harm		
Adults understand that indicators of all types of harm to children and young people, including child sexual exploitation, and issues concerning radicalisation or extremism		
Adults understand the risks from technology and the internet and can support children in learning how to keep safe online		
Key risks for learners are understood and there are plans in place to minimise those risks		
There are effective safeguarding procedures and concerns are shared 'immediately'		
There is an effective staff behaviour policy [code of conduct]		
Adults seek consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)		

Local procedures for missing children are followed		
Staff respond to children with clear boundaries and understand the triggers for behaviour		
Staff work as a team and reflect on their responses to the behaviour of learners		
Staff are able to use de-escalation strategies		
Where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'		
There are clear and effective arrangements for supervision and support to staff who work 'directly and regularly with learners whose safety and welfare are at risk'.		
The physical environment is safe and secure		
Staff know how to raise concerns about the conduct of other adults in the school		
Staff have identified learners who are vulnerable		
<b>Safeguarding requirements for leaders and managers (see appendix 1)</b> (Governing bodies, registered providers, proprietors and management committees)		

<ul style="list-style-type: none"> <li>- contribute to inter-agency working to support children and learners who have additional needs</li> </ul>		
<ul style="list-style-type: none"> <li>- have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015</li> </ul>		
<ul style="list-style-type: none"> <li>- carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies</li> </ul>		
<ul style="list-style-type: none"> <li>- ensure that an effective child protection policy is in place, together with a staff behaviour policy, where applicable</li> </ul>		
<ul style="list-style-type: none"> <li>- appoint a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years</li> </ul>		
<ul style="list-style-type: none"> <li>- prioritise the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns</li> </ul>		
<p>Make sure that children and learners are taught how to keep themselves safe.</p>		
<p>Prevent people who pose a risk of harm from working with children or learners by:</p>		

<ul style="list-style-type: none"> <li>• adhere to statutory responsibilities to check staff who work with children and learners</li> <li>• take proportionate decisions on whether to ask for checks beyond those that are required</li> <li>• ensure that volunteers are appropriately supervised</li> <li>• make sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training</li> <li>• ensure that there are procedures in place to handle allegations against members of staff and volunteers</li> <li>• make sure that there are procedures in place to handle allegations against other children or learners</li> </ul>		
<p>Put in place appropriate safeguarding responses to children and learners who go missing from early years and education settings, particularly on repeat occasions.</p>		
<p>Allegations against members of staff and volunteers must be referred to the local authority's designated officer(s)</p>		
<p>There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns</p>		

There must be a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.		
All staff have the skills, knowledge and understanding necessary to keep looked after children safe.		
There should be a culture of safe recruitment that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners.		
The school must act reasonably in making decisions about the suitability of prospective employees.		
Safer recruitment checks must be carried out in line with statutory requirements, using the DfE guidance.		
There must be a single central record.		

<b>Counter Terrorism and Security Act 2015 Duties</b>	<b>Evidence</b>	<b>Actions</b>
<b>Preventing Terrorism</b>		
Has a member of staff been identified to lead on <i>Prevent</i>	Yes/No?	
Have staff received training about their <i>Prevent</i> duties, the issues involved, how to recognise and report concerns, and how to tackle questions they may be asked.	Yes/No? Training record	
As a minimum, the DSL should have completed Prevent awareness training, and be able to provide advice and support to other staff. (Keeping Children Safe In Education (2015) page 17)	Yes/No? Training Record	
Have all staff undertaken WRAP training (Workshop to Raise Awareness of Prevent) or other awareness training?	Yes/No? Training Record	
Have governors been made aware of their duties in relation to <i>Prevent</i>	Yes/No?	
Are strategies in place to identify risks in the school community?	Yes/No?	
Does the school have effective engagement with parents and families?	Yes/No?	
Is the school able to demonstrate a general understanding of risk for children and young people in the area?	Yes/No?	
Are strategies in place to identify 'At Risk' students?	Yes/No?	

Are procedures in place to protect children at risk of radicalisation?	Yes/No?	
Has the Safeguarding and/or Child Protection Policy been updated to account for the Prevent duty? OR Has a separate policy been written for preventing young people being drawn into terrorism?	Yes/No?	
Has the referral route for extremism concerns been made explicit?	Yes/No?	
Does the school have effective policies for the booking and supervision of visiting speakers?	Yes/No?	
Do school staff understand how to make a referral to the Channel programme?	Yes/No?	
Are staff aware of the increased risk of online radicalisation?  How are they reducing this risk for children and young people in the school?	Yes/No?	
Does the school's ICT filtering system successfully prevent the online access of extremist materials?	Yes/No?	
Does the school's ICT filtering system appropriately filter online access in community languages?	Yes/No?	

<b>Spiritual, moral, social and cultural development (SMSC)</b>	<b>Evidence</b>	<b>Actions</b>
How well are British Values promoted and developed? How well are pupils prepared for the opportunities, responsibilities and experiences of life in modern Britain?	Evidence. Examples. Impact.	
How does the school protect pupils from radicalisation and extremism? Is this work effective?	Evidence. Examples. Impact.	
Are staff vigilant at protecting pupils from radicalisation and extremism?	Evidence. Examples. Impact.	
Are staff competent and confident to encourage debate and challenge pupils' views? What is the school doing to improve staff competence and confidence?	Evidence. Examples. Impact.	

<b>Education (Independent School Standards) Regulations 2014</b> <i>(These regulations apply to academies, independent schools and free schools.)</i>	<b>Evidence</b>	<b>Actions</b>
Has the school drawn up and effectively implemented a written risk assessment policy to safeguard pupils and promote their welfare, and to take appropriate action to reduce any risks identified. (ISSR Part 3 Welfare, health and safety of pupils)		
Does the school's leadership demonstrate 'good skills and knowledge appropriate to the role...so that the independent school standards are met consistently' and...'actively promote		

the well-being of pupils'. (ISSR Part 8 Quality of leadership in and management of schools)		
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