



Child Protection  
& Safeguarding Policy

St John's Primary Academy

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## 1. Version control

Date	Version	Revision	Owner
30/11/17	1.0	New format	Future Generation Trust Policy Team
25/09/18	2.0	Policy amended based upon new guidance	Future Generation Trust Policy Team
09/09/19	3.0	Policy reviewed in line with Keeping Children Safe in Education 2019	Future Generation Trust Policy Team
02/04/20	4.0	Addition of Appendix C – COVID-19 academy closure arrangements for Child Protection & Safeguarding	Future Generation Trust Policy Team
05/06/20	5.0	Appendix C updated – Safeguarding During the Coronavirus (COVID-19) Outbreak	Future Generation Trust Policy Team
02/09/20	6.0	Policy reviewed in line with Keeping Children Safe in Education 2020	Future Generation Trust Policy Team
02/09/21	7.0	Policy reviewed in line with Keeping Children Safe in Education 2021	Future Generation Trust Policy Team
23/08/22	8.0	Policy reviewed in line with Keeping Children Safe in Education 2022.	Future Generation Trust Policy Team.
08/09/23	9.0	Policy reviewed in line with Keeping Children Safe in Education 2023.	Future Generation Trust Policy Team.

## 2. Introduction

### **‘Keeping children safe is everyone's business’**

We all have a statutory duty to “safeguard and promote the welfare of children” and to maintain a professional attitude of “it could happen here” where safeguarding is concerned.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead (DSL) to build up a picture and access support for the child at the earliest opportunity.

In cases where the Designated Safeguarding Lead is unavailable, the Designated Safeguarding Deputy should be informed.

**However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to either the Designated Safeguarding Lead or Deputy immediately. If you are unable to contact them, you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter. See Appendix A for ‘Key Contacts’ information.**

#### 2.1. Context

The academy fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

Practitioners who work with children in this academy will read this policy within the framework of the following guidance:

- Keeping Children Safe in Education: Statutory Guidance 2023
- Working Together to Safeguard Children (2018) Statutory Guidance
- Staffordshire Safeguarding Children’s Board Policies and Procedures
- What to do if you’re worried a child is being abused (2015)

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in the academy have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the academy’s Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this academy. Our policy applies to all staff; paid and unpaid, working in the academy including governors. It is consistent with Staffordshire Safeguarding Children’s Board (SSCB) procedures.

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The academy will provide as much contextual information as possible when making referrals to CSCS.

This policy will be reviewed annually by the Trust Board. It is available to parents on the academy's website.

## 2.2. Purpose and Aims

Future Generation Trust (FGT) are committed to developing a robust culture of vigilance and in doing so will follow the procedures set out by the SSCB and take account of guidance issued by the DfE:

Safeguarding and promoting the welfare of children is everyone's responsibility. The purpose and aims of this policy are to:

- Protect children and young people at our academy from maltreatment.
- Prevent impairment of our children and young people's health or development.
- Ensure that children and young people at our academy grow up in circumstances consistent with the provisions of safe and effective care.
- Offer children a balanced curriculum including PHSE (Personal Social and Health Education), RSE (Relationships and Sex Education), SMSC (Social Moral Spiritual and Cultural), and British Values.
- Offer children and young people a balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.
- Undertake the role so as to enable children and young people at our academy to have the best outcomes.

No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.

## 2.3. Ethos

The child's welfare is of paramount importance; we are a child centred academy.

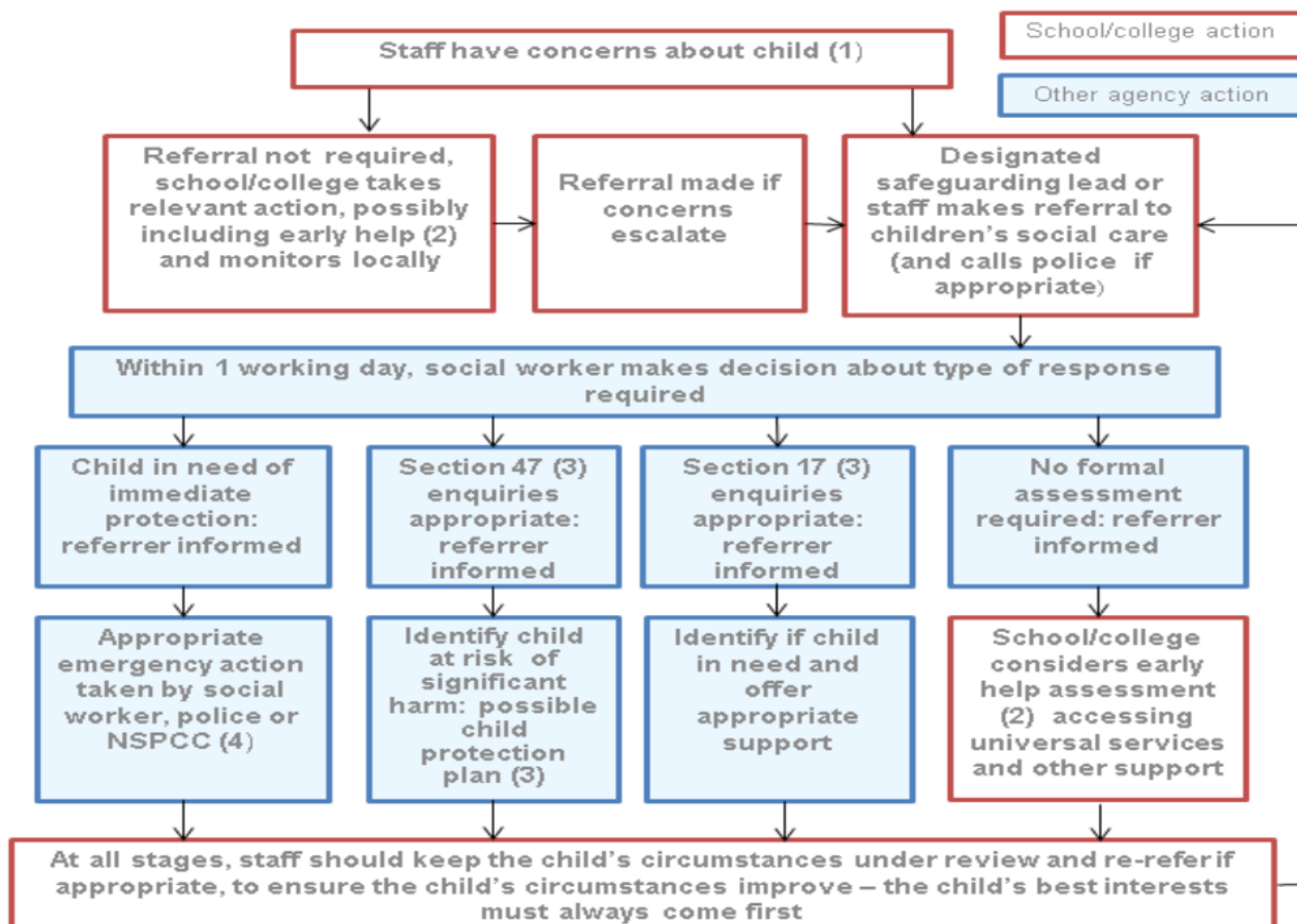
When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our academy culture of prevention, protection and support.

The academy will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our academy are encouraged to talk freely with any staff member at our academy.

We are committed to raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe; establishing a safe environment in which children can learn and develop within an ethos of openness is paramount.

### 3. Procedures for Managing Concerns

#### Actions where there are concerns about a child



The signs of child abuse might not always be obvious, and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe.

**All concerns about a child/ young person or family should be reported without delay to the Designated Safeguarding Lead and recorded on either an electronic or paper form.**

It is not the responsibility of the academy to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, will have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Staff members are encouraged if they have any concerns about a child they will need to have a conversation with the Designated Safeguarding Lead to agree a course of action, although **any** staff member can make a referral to Children's Social Care or Police.

Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Staffordshire Safeguarding Children Board.

If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are. The phone call will be followed up with written confirmation on the multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B): [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

#### **Contact Details** (dependent upon a pupil's home address)

##### **Staffordshire**

First Response: 0300 111 807 <mailto:>

(Emergency out of hours): 0345 604 2886

##### **Walsall equivalent:**

Walsall Children's Services: 0300 555 2866

(Emergency out of hours): 0300 555 2922

##### **Wolverhampton equivalent:**

Wolverhampton Safeguarding Together: 01902 555392

(Emergency out of hours): 01902 552999

## **4. Guidance on responding to a child disclosing abuse**

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering to them:

- **Stay calm.**
- **Listen carefully** to what is said.
- **Do not promise to keep secrets** –find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- **Allow the child to continue at her/his own pace.**
- **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer.
- **Reassure** the child that they have done the right thing in telling you.
- **Tell them what you will do next** and with whom the information will be shared.
- **Promptly record in writing what was said** using the child's own words as soon as possible –note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated.



**In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the academy's Designated Safeguarding Lead. If the Designated Safeguarding Lead is not available, any urgent concerns should be passed on to the relevant social services authority or the Police.**

You should **NEVER**:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (however, there may be a need to give appropriate first aid).

## **5. Thresholds of Support**

### 5.1. Early Help: Early Help Assessment

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met.
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Child/ren do not meet safeguarding of SSCB threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

All staff are aware of how to seek advice. Staff should discuss children who appear to have additional needs with the EHA Lead, the child and parents. The academy will need to obtain parental/pupil consent for an EHA to be completed. The Family Liaison Officer or member of the Senior Leadership Team may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). The academy will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

### 5.2. Child in Need (Section 17)

A 'Child in Need' (CIN) referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.
- Where prevention strategies have been designed and monitored without desired outcomes being met.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (see page 8) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate academy staff should be invited to participate in Child in Need (CIN) meetings convened by children's social care when children are deemed to require section 17 services.

### 5.3. Child Protection (Section 47) & Child Protection Conferences

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquiries under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989. Detailed information on statutory assessments can be found in Chapter 1 of *Working Together to Safeguard Children* (2018).

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for a child protection plan.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Local Support team. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at the academy. In order to complete such reports, all relevant information will be sought from staff working with the child in the academy through the Designated Safeguarding Lead.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Families First Local Support team or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## 6. Types and Signs of Abuse

The academy and all staff will be aware of the indicators of abuse and neglect and are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one

definition or label. In most cases multiple issues will overlap with one another, therefore, staff will be vigilant and always raise concerns with the DSL.

The academy recognises the importance of considering wider environmental factors (contextual safeguarding) that may be a threat to their safety and/or welfare.

All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

**Abuse:** a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

**Physical abuse:** a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender or age.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of a 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.

## 7. Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The academy will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

## 8. Keeping Children Safe in Education (2023) Specific Safeguarding Issues

All staff in our academy have an awareness of safeguarding issues - some of which are explained below. Staff should be aware that behaviours linked to the likes of drug-taking, alcohol abuse, truanting and sexting put children in danger.

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. (Disqualification under the Childcare Act 2006).

## 8.1. Child-on-child Abuse

For the purpose of this policy, “child-on-child abuse” is defined as abuse between children.

All staff are aware of safeguarding issues that can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to, bullying (including cyber-bullying), gender based violence / sexual assaults and sexting.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender both inside and outside of the academy, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or part of “growing up”.

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

Our academy works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns. Similarly, parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This academy will follow our Behaviour and Anti-Bullying Policy when this is appropriate to the circumstances should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the academy may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting. In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children’s social care.

In order to protect all children at the academy, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this academy may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the academy, we will share information appropriately with other agencies to safeguard and promote their welfare.

## 8.2. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Any child transported for exploitative reasons is considered to be a trafficking victim – whether she/he has been deceived, because it is not considered possible for children to give informed consent.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### 8.3. Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money or in some cases simply affection) as a result of them engaging in sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This academy recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This academy believes that children need to understand how perpetrators groom children for exploitation.

We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Indicators outlined in 8.2 (CCE) may also be a sign that a child is a victim of CSE.

### 8.4. County Lines

'County Lines' refers to organised criminal networks of gangs exploiting children to move drugs and money into one or more areas in the UK. Drugs or money may also be stored by children for the purpose of criminal activity.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. The DSL should also consider the involvement of local services/third sector providers who offer support to victims of county lines.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

### 8.5. Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the academy to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting First Response who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

*(Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4E \* Children Act 1989 – Private Fostering)*

## 8.6. Honour Based Violence (HBV)

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 treated as such. If in any doubt staff should speak to the Designated Safeguarding Lead.

## 8.7. Female Genital Mutilation (FGM) and Forced Marriage

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is also linked to domestic abuse and particularly in relation to honour based abuse.

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our academy is an 'open environment', where pupils feel able to discuss issues that they may be facing;
- The Designated Safeguarding Lead has a good understanding of the issues surrounding FGM and Forced Marriage and accesses relevant training;
- Advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, Child Line services, Forced Marriage Unit;
- Awareness raising about FGM is incorporated in the academy's safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To personally report to the police, after informing the Designated Safeguarding Lead, if they discover that FGM appears to have been carried out on a girl under the age of 18, even if it is against the pupil's wishes.
- Not to consult or discuss with the pupil's parents or family, or others within the community.

Forced Marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult.

All staff will be alert to indicators that the child is at risk of forced marriage including, but not limited to, the pupil

- Having a family history of forced marriage
- Suddenly announcing that they are engaged to a stranger
- Being subjected to surveillance by siblings or cousins at the academy
- Being fearful of forthcoming holidays

## 8.8. Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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



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

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

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

#### 8.9. Children missing from education (CME)

A child going missing from the academy is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the academy, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The academy will inform the LA of any pupil who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 school days or more.

#### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the academy, or when the academy has been notified that the pupil will first be attending. The academy will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The academy will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the academy on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the academy that their child will live at a different address, the academy will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the academy that their child will be attending a different school/academy, or is already registered at a different school/academy, the following information will be recorded on the admissions register:

- The name of the new school/academy
- The date on which the pupil first attended, or is due to attend, that school/academy

Where a pupil moves to a new school/academy, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the academy will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the academy by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the academy, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the academy at the end of that period.
- Have been permanently excluded.

The academy will also remove a pupil from the admissions register where the academy and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the academy will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school/academy and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The academy will work with the LA to establish methods of making returns for pupils back into the academy. The academy will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The academy will also highlight any other necessary contextual information, including safeguarding concerns.

#### 8.10. Serious Violence

Through training staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with serious violent crime. These indicators include, but are not limited to, the following:

- Increased Absence
- A change in Friendships
- New relationships with older individuals or groups
- Significant decline in academic performance
- Signs of self harm

- Significant change in well being
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious crime. The risk factors include, but are not limited to, the following:

- A history of offences
- Substance abuse
- Anti social behaviour
- Truancy

Staff members who suspect a pupil may be vulnerable to or involved in, serious violent crime will immediately report their concerns to the DSL.

### 8.11. Radicalisation

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The internet and use of social media has become a major factor in the radicalisation of young people. As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the academy and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We also have a duty under the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent Duty'). Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Anti-Bullying Policy for pupils or the staff code of conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. Concerns may result in a referral to Staffordshire's Channel Programme in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff receive awareness raising training in regard to preventing extremism and radicalisation.

## 9. E-Safety

The academy will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

The Trust's E-safety Policy clearly details roles and responsibilities of key stakeholders and leaders and stresses the importance of Governors ensuring that filtering and monitoring provision meets expected standards and regular review their effectiveness.

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this academy.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

The Academy utilises the curriculum (particularly PSHE, and SRE) to raise awareness of safeguarding issues so that children are able to recognise the indicators and behaviours that present risks of being drawn into sexual exploitation, or being subjected to abuse, and know how to access help.

Further, in order to help protect our pupils:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the academy's Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, their school name, home address, computer passwords etc.

- Pupils should adhere to the academy policy on mobile phones.
- Where children are asked to learn online at home we will refer to and use the links and resources provided by the DfE, Safeguarding in Schools and Safeguarding in Remote Education.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

### **Storage of Mobile Phone, Images of children (Early Years Framework 2017)**

Images taken on iPads for EY learning journeys are only to be taken in indoor classrooms and the outdoor areas (i.e. where another staff member is in the vicinity).

**It is acceptable for staff to use mobile phones to upload messages to Twitter, relating to academy activities. Staff must then remove the images as soon as the message is live.**

**On academy visits, no photographs should be taken when children are wearing their night attire.**

Please refer to the Trust's **E-Safety Policy** (including Acceptable User Agreements).

#### 9.1. Sexting

Sexting is the sharing of sexual imagery by young people.

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for academies and other agencies when responding. It also presents a range of risks, which need careful management.

The academy adheres to guidance from the UK Council for Child Internet Safety (UKCCIS August 2016) which acknowledges the current broad usage of the term 'sexting' and introduces the phrase 'youth produced sexual imagery'. The guidance covers the following incidents:

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

The advice does not cover the sharing of sexual imagery of people under the age of 18 by adults as this constitutes child sexual abuse and requires immediate police involvement.

All incidents of youth produced sexual imagery are dealt with as safeguarding concerns. Staff must follow the safeguarding referral system if any such incident comes to their attention.

Where it is necessary to view imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
- Make sure the viewing takes place on academy premises, ideally in the headteachers office with another member of SLT present.

- Where possible make sure that they are viewed by a member of staff of the same gender as the pupil in the images.

## 9.2. Upskirting

Upskirting involves taking a sexually intrusive picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks. Under the Voyeurism (Offences) Act 2019 it is an offence to take an upskirt photograph, video or illustration which incorporates an image made of upskirting by capturing an image of the crotch area and underwear.

Upskirting is a form of sexual harassment and a hideous invasion of privacy which leaves victims feeling degraded and distressed.

Although individual academies operate a "no mobile in school policy" it is recognised that some pupils may disregard this requirement and may take upskirting images for the sexual gratification of themselves or others or to humiliate, distress and alarm the victim.

Any suspicion of a pupil being involved in this activity should be referred to the DSL who will decide on the next steps to be taken which may include police involvement.

## 10. Vulnerable Children

Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions, which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

### 10.1. Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

### 10.2. Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the academy will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the academy, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent,

where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

### 10.3. Children with Special Educational Needs and Disabilities

As an academy we are aware that the potential for children with SEND may have additional barriers when it comes to safeguarding; the academy recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child.

In regard to children with communication difficulties or those who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### 10.4. LAC (Looked after children) and PLAC (Previously Looked after children)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Staffordshire's Virtual Academy for Looked After Children provides a support and challenge role for academies and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by Care Matters, Time for Change (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual Academy. The responsibility for each child's education, target setting, learning and teaching remains with the academies where they are enrolled.

### 10.5. Children with Medical Needs (including administering medicine)

Please see the Trust's **Supporting Pupils with Medical Conditions Policy** for further information. The academy will administer medication in original pharmacy dispensed containers that has been prescribed to be taken 4 times daily unless a pupil is attending our academy after school facility, in which case we will administer medication that has been prescribed for 3 times a day. All medicine must be:

- clearly labelled with the child's name, date and correct dosage;
- signed in at the office by a responsible adult;
- refrigerated if necessary;
- signed for in the Medicine Book when administered by a designated First Aider.

## Asthma

Further information on **Emergency asthma inhaler for use in schools guidance** can be found by following the link below:

<https://www.gov.uk/government/publications/emergency-asthma-inhalers-for-use-in-schools>

There are two emergency inhalers in the academy.

The academy encourage parents to update their child's asthma record cards, which are kept in the academy office. Children are responsible for keeping their own inhaler in an accessible place in the classroom when considered appropriate; otherwise, it is kept or by the teacher.

## **11. Confidentiality & Information Sharing**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). As an academy we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance.

The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As an academy we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of children in our care.

The Data Protection Act 2018 and The UK General Data Protection Regulation 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.

When children transfer to a new academy at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. A process is in place for informing the school nurse team in these circumstances.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another academy or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

## **12. Use of the academy premises for non school activities**

Where the governing body hires or rents out academy facilities or the academy premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the governing body provides the activities under the direct supervision or management of academy staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing body will also ensure that there are arrangements in place to liaise with the academy on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.



Where the academy receives an allegation regarding an organisation or individual has hired the premises, the academy should follow their usual safeguarding procedures and process for managing allegations.

### **Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the academy to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

## **13. Safer Recruitment**

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that the FGT Safer Recruitment policy will be followed to ensure compliance with the requirements of *'Keeping Children Safe in Education'*, DfE (2023).

Our academy will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. The Home Office guidance on criminal records checks for overseas applicants can be found on GOV.UK. Advice about regulatory authorities may be accessed via the National Recognition Information Centre for the UK: UK NARIC) <https://www.naric.org.uk/>

We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Governing Body will check the SCR on a termly basis and record accuracy and actions to SLT and Governance.

Before an individual becomes a trustee, FGT will carry out an enhanced DBS check and confirm their identity.

The Chair of the Trustees of FGT will complete a suitability check with the ESFA as soon as they are appointed.

To process a suitability check, Future Generation Trust will provide the ESFA with

- Information about their identity verified by a recognised professional, using the ESFA verification form.
- The outcome of their enhanced DBS check

## 14. Induction and Training

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2023 and have been given a copy of part one of this guidance which they must read.

Newly appointed staff, Governors and volunteers have a robust induction into the safeguarding and child protection procedures when they join the academy. They will be made aware of the Staffordshire Safeguarding Children Board procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk)) as part of that induction programme, and be given a copy of part one of 'Keeping Children Safe in Education' 2023, and this policy.

Staff will also attend appropriate child protection / safeguarding training to enable staff to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 3 months of joining the academy.

The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated Safeguarding Lead and Deputy will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years and undertake Prevent awareness training in order to maintain continuous professional development and update as appropriately. Their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required. The DSLs will cascade relevant safeguarding information and training to staff in the academy.

As an academy we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

## 15. Safer Working Practice

The academy's staff handbook applies to all permanent and temporary staff. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to this code of conduct and follow the safer working practice guidance given by this organisation. Our **E-safety Policy** and **Behaviour and Anti-Bullying Policy** includes expectations about staff behaviours including outside

of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the academy must be explained to the Headteacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age. Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards.
- Work in a room where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management).
- Do not arrange to meet pupils outside of academy hours.

Any use of physical force or restraint involving pupils will be carried out in accordance with the relevant Physical Intervention policy. If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed.

## 16. Educational Visitors to Academy

The academy will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities.

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be obtained and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision **must** be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2023
- We have a clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the academy.

## 17. Safeguarding concerns and allegations of abuse against staff

The Trust Board ensures there are procedures in place to manage allegations of abuse against staff, supply staff, volunteers and contractors. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

When managing allegations against staff, the academy will recognise the distinction between allegations that meet the harms threshold and allegations that do not and are low level concerns. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that that has harmed a child, or may have harmed a child
- Committed or possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates that they may pose a risk of harm to children
- Behaved, or may have behaved in a way that indicates they may not be suitable to work with children.

We will take all possible steps to safeguard our children and to ensure that the adults in our academy are safe to work with children. We will always ensure that the procedures outlined in Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and the role of LADO and Part 4 of 'Keeping Children Safe in Education', DfE 2023 are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313 126.

If an allegation is made or information is received about an adult who works in our setting, (including supply staff or volunteers), which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the proprietor of the academy then this needs to be raised with the Designated Safeguarding Lead. Should an allegation be made against the Headteacher, this will be reported to the Chair of the Governing Body. In the event that neither the Headteacher / the Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

**Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 0800 1313 126.**

The academy has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Designated Safeguarding Lead has a responsibility to inform the Barring service.

Future Generation Trust has published a **Whistleblowing Policy** and to provide staff have the opportunity to raise concerns. There is a culture evident in the academy to raise concerns about poor or unsafe practice. Our **Whistleblowing Policy** is available on the academy's website.

Staff who fail to follow the academy policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

## 18. EYFS framework

This framework is mandatory for all early years' providers (from 1 September 2014).

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

It promotes teaching and learning to ensure children's 'academy readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through academy and life. The Trust's **Early Years Foundation Stage (EYFS) Policy** is published on the academy's website.

- All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.
- As an academy we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

Staff must be vigilant in observing any unexplained bruising, marks or signs of possible abuse or neglect.

## 19. Site Security

- Visitors must only enter through the main entrance and after signing in at the academy office will be issued with a visitor's pass. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access, monitored by staff, with tickets for visitors for appropriate academy events.
- Empty classrooms should have closed windows and doors.

- Children should never be allowed to leave the academy alone during academy hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.

## 20. Further advice – contact information

**Further advice on Safeguarding matters can also be obtained from:**

**Staffordshire LADO**

Tel: 0800 1313 126

**Staffordshire Prevent Team**

Tel: 01785 232054 or you can anonymously on 0800 011 3764

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

**Staffordshire Childrens Advice and Support Service**

Tel: 0300 111 8007

Out of hours: 0345 604 2886

Email [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)

**NSPCC Whistleblowing helpline**

0800 800 5000

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

## 21. Monitoring and Review

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness.

**Policy adopted on: 8<sup>th</sup> September 2023**

**Review Date: September 2024**

**Signed:** Stuart Ayres

**Designation:** CEO

## Appendix A - Key Contacts Poster



### VISITOR INFORMATION

#### Safeguarding and Health and Safety Guidance

Please sign in using the electronic system and wear your visitor sticker at all times.  
Please use your badge ID to sign out when leaving site.

#### Child Protection

If you are concerned about a child's welfare, you must talk to one of the people below immediately. If you are unable to contact them you can ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

**Designated Safeguarding Lead & Prevent Lead:**

Sara-Jayne Griffiths (Deputy Headteacher)

**Designated Safeguarding Deputy:**

Jamie McMullan (Headteacher)

**Designated Safeguarding Officer:**

Mark Corbett (Family Liaison Officer)

**Nominated Governor for Child Protection:**

Sean Flynn (Governor)

#### First Aid

An AED Defibrillator is available on site (*School Library*). In the event of an accident, please ask a member of staff to enlist the help of a trained first aider. All accidents must be reported.

**First Aiders at Work:**

**Alison Jackson, Pam Kaur-Chana, Dean Farmer, Tracey Taylor, Julie Ball**

#### Fire Precautions

In the event of a fire alarm, please use the nearest fire exit to leave the building immediately.  
(See Fire Action Notice)

**Assembly Point: Year 2, 3 & 4 playgrounds**



## Appendix B – Internal Referral Form

### Internal Referral Form

**CONFIDENTIAL**

**Not to be kept with curriculum records**

**Safeguarding: Initial Concerns Pro-forma** – to be given to Designated Safeguarding Lead / Deputy

Name of child		Class	
Date of concern		Time of concern	
<b><u>Nature of concern</u></b>			

**Member of staff raising concern:**

**Action by Academy**