



The Hayesbrook School A Brook Learning Trust Academy

Safeguarding Policy



Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

This policy reflects and sustains academy values and our distinctive identity and ethos. It promotes equal opportunities and inclusivity, ensuring all staff and students are treated equitably and that legal obligations and duties are met.

Safeguarding is everybody's responsibility. Our academy is a community and all those directly connected (staff, academy councillors, parents, families and pupils) have an essential role to play in making it safe and secure. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work. For key contact personnel in the academy and a flowchart of what to do if you have a welfare concern see **Appendix One**.

Ethos

The Hayesbrook School recognises the importance of providing an environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse and sexual abuse) and report any concerns or suspicions to the Designated Safeguarding Lead. All staff and volunteers are responsible for complying with safeguarding procedures as detailed in this and other related policies. Prevention, protection, support and our work with parents and other agencies are key elements of our safeguarding practice.

Our core safeguarding principles:

- Schools are an important part of the wider safeguarding system for children
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.

Definition of Safeguarding

Safeguarding is not just about protecting children from deliberate harm. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Safeguarding includes a wide range of issues relating to pupil's welfare health and safety including, but not limited to: sexual abuse, physical abuse, emotional abuse, neglect and other forms of abuse including forced marriage, honour based violence, female genital mutilation, child sexual exploitation child on child sexual violence and sexual harassment, human trafficking, modern slavery and radicalisation. For definitions of abuse see **Appendix Two** and for Specific Safeguarding Issues see **Appendix Three**.

Context and Supporting Guidance (to be read and followed alongside this document)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements have regard to any guidance issued by the Secretary of State and this policy has been developed in accordance with statute and guidance including:

- DfE guidance Keeping Children Safe in Education (KCSIE) 2018
- Working Together to Safeguard Children 2018
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
- Framework for the Assessment of Children in Need and their Families (2000)
- Teachers Standards 2012
- Safeguarding Disabled Children – Practice Guidance - DOH, 2009
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, October 2015
- Framework for the assessment of children in need and their families – 2000

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the academy's integrated safeguarding portfolio and should be read in conjunction with BLT and local academy policies and procedures listed below:

- Behaviour Policy
- Equality & Diversity Policy
- Preventing Extremism & Radicalisation Policy
- Information Systems acceptable Use procedures
- Data Protection and Information Sharing Policies and procedures
- Sex & Relationships Education Policy
- Health and Safety Policy and procedures to include protocols for accidents, first aid delivery, etc
- Attendance Policy and procedures
- Educational Visits Policy and procedures
- Allegations of Abuse Against Staff Policy
- Staff Code of Conduct
- Safer Recruitment practices
- Whistleblowing Policy
- Spiritual, Moral, Social & Cultural Policy
- Supporting Students with Medical Needs Policy

Key responsibilities

Safeguarding is everyone's responsibility and the best interests of the child are paramount. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Trustees of Brook Learning Trust and academy councillors have read and will follow KCSIE 2018. The Hayesbrook School has a nominated councillor for safeguarding, named within **Appendix One** who is appropriately trained. Academy councillors, the principal and the leadership team ensure the Designated Safeguarding Lead (DSL) is properly supported.

Role of the Academy Council:

All safeguarding policies will be reviewed on an annual (minimum) basis by the Brook Learning Trust and presented to the Academy Council which has responsibility for oversight of school safeguarding systems. The Designated Safeguarding Lead / Principal will ensure regular reporting on safeguarding activity and systems in school to the Academy Council. The Academy Councillor with responsibility for safeguarding will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The nominated councillor takes a lead role in ensuring that the academy has an effective policy interlinked with other related policies, that locally agreed procedures are in place and being followed, and that the policy and structures supporting safeguarding children are reviewed at least annually. The DSL and Principal will provide an annual report to the Academy Council detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has

been trained. Although the school has a nominated lead for the Academy Council, all members of the Academy Council will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Role of the DSL:

The academy has appointed a member of the leadership team, Mr Steven Reader, as DSL. The DSL has undertaken appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods including e-Bulletins, conferences, local meetings and other training, at regular intervals, at least annually, to keep up with any developments relevant to the role. The DSL is responsible for the oversight of safeguarding and child protection systems in the academy and will:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding concerns
- Coordinate safeguarding action for individual children
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services (SCS) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff and volunteers are appropriately inducted and access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018) and maintain a register of such induction and training.

Role of members of staff:

Safeguarding is the responsibility of all staff (including temporary staff or volunteers) working in The Hayesbrook School, and any observation, information or issue which results in concern for a pupil's welfare must be reported to the DSL, or in their absence the Deputy DSL, at the earliest opportunity and by the end of the same day at the latest. Safeguarding issues must always be treated as priority. Concerns should always be communicated to the DSL using the academy's standard CP Referral Form (**Appendix Four**). It is the responsibility of the person raising the concern to ensure that the DSL has actually received it. Simply emailing the form is not sufficient. When in doubt – consult. If, a child is in immediate danger or is at risk of harm, a referral should be made to children's social services and/or the police immediately. Anyone can make this referral, although the DSL should be informed as soon as possible that a referral has been made. All members of staff have a responsibility to:

- Provide a safe and secure environment in which children can learn
- Ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- Identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
- Provide help for children, where appropriate and reasonable
- Take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- Respond to and refer any concerns about children or other members of the community in accordance with this policy

- Maintain appropriate level of confidentiality
- Never promise a child they will not tell anyone about a concern or allegation
- Contribute towards, read and adhere to academy policies

Inter-Agency Working

The Hayesbrook School recognises the importance of multi-agency working and its responsibility to work with other professionals in line with WTSC and will ensure that staff are enabled to attend relevant safeguarding meetings. The leadership team and the DSL will work to establish strong and co-operative partnerships with relevant professionals in other agencies. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the academy will therefore pass all relevant cases to the statutory agency. The academy will contribute to any investigation or assessment process as required and recognises that a crucial part of this may be in supporting the child while these take place.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The academy will identify students who will benefit from the early help system through fortnightly inclusion meetings, strong parental links and cause for concern forms. All early help referrals will be coordinated by the D/DSL and regularly reviewed. If early help is not having the desired impact, the academy will consider a referral to children's social services.

Appendix Five presents the actions to be taken by all agencies as set out in KCSIE, Part One.

FGM

The academy recognises its role in the mandatory reporting of Female Genital Mutilation (FGM) (section 47 of the Serious Crime Act 2015). If a staff member in the course of their work, discovers an act of FGM appears to have been carried out on a girl under the age of 18, the staff member must report this to the police.

Safeguarding Procedures

All members of staff are expected to follow the recognised approach to safeguarding: be alert, question behaviours, ask for help, and refer. It may not always be appropriate to go through the stages sequentially and if a child is in immediate danger or at risk of harm then a referral should be made immediately. The process for what to do if you have a concern is detailed in **Appendix One**. It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide necessary actions, including referrals. In all but the most exceptional cases parents/carers will be made aware of the concerns for their child at the earliest possible stage and consent will be sought unless there is a valid reason not to do so.

On occasion a member of staff may refer information about a child to the DSL but remain anxious about action subsequently taken. In that instance staff should check the progress of the case with the DSL to reassure themselves. If the member of staff remains concerned that appropriate action is not being taken it is the responsibility of that member of staff to seek further direct consultation from either the principal, a member of the Education Safeguarding Team or Specialist Children's Services who will provide advice.

Record Keeping

Staff will record any welfare concern that they have about a child on the academy's safeguarding referral form (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL. Referral forms are kept on the Common Area. Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only. The Principal will be kept informed of any significant issues by the DSL. All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Principal and a receipt of delivery will be obtained.

Confidentiality

All matters relating to Child Protection are confidential and should be shared solely on a 'need to know' basis. However, all members of staff have a professional responsibility to share information with the DSL in order to safeguard students. All staff must be aware that they cannot promise to keep a child's secrets. The DSL will disclose personal information to other staff on a need to know basis only. Where a referral to an external agency is deemed appropriate, the academy will always undertake to inform the parents of this decision, unless to do so would put the student at greater risk of harm, or impede criminal investigation. Education Welfare, Social Services or the police may be consulted for guidance if appropriate.

Induction and Training

All academy staff will be offered an appropriate level of safeguarding training and are provided with a copy of Part One and Annex A of KCSIE 2018. All staff sign to confirm they have read and understood Part One and Annex A. School leaders read the entire document. Training includes internal academy procedure and responsibilities; child protection processes; how to recognise, respond to and report signs and symptoms of abuse and specific safeguarding issues, safe working practice. Staff undergo refresher training yearly. Training is organised by the DSL in line with government guidance. Throughout the year, staff will receive updates via staff briefings to keep their knowledge up to date. The DSL will ensure that all new staff and volunteers are appropriately inducted with regard to safeguarding and the academy's expectations of safe and professional practice through the staff code of conduct and other policies provided as part of the induction process.

Safe Working Practice and Expectations of Staff

All members of staff are required to work within clear guidelines including the academy's staff code of conduct. To meet and maintain our responsibilities towards children academy staff meet standards of good practice:

- Follow teacher standards
- Treat all children with respect
- Set a good example by conducting themselves appropriately
- Involve children in decision-making which affects them
- Encourage positive and safe behaviour among children
- Are good listeners
- Are alert to changes in a child's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Read and understand safeguarding policies and attend regular training
- Ask the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children: avoiding the use of sexualised or derogatory language, not discussing personal life/issues with

students, avoiding the use of over familiar language such as 'love' or 'darling', not partaking in on-line conversations with students through social media, not 'friending' or 'following' students on social media, not giving gifts to students, not receiving gifts from students, being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the Acceptable Use Policy.

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

Safer recruitment

The Hayesbrook School is committed to maintain a safe culture and to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority. The BLT HR department, the Academy Council and the Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance including: accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role; and appropriate pre-appointment checks. The Academy Council, DSL and other senior staff responsible for recruitment have completed the Safer Recruitment Training in line with government requirements. The principal will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

Allegations against members of staff and volunteers

The Hayesbrook School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and treats all allegations seriously. Any such allegations should be referred immediately to the principal who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Complaints about the Principal should be reported to the Academy Council Chair. Where a staff member feels unable to raise an issue with the Principal, there is a separate whistle blowing policy which can be found on the website. The NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding child protection internally: help@nspcc.org.uk or 0800 028 0285.

All staff must remember that the welfare of the child is paramount. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

The Hayesbrook School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or who poses a risk of harm to a child. If these circumstances arise in relation to a

member of staff in the 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 BLT HR department. For specific guidance refer to BLT Procedure for Managing Allegations of Abuse against a member of staff.

Peer on Peer Abuse

The Hayesbrook School is aware that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to: bullying (including cyber bullying), gender based abuse, initiation type violence, violence/sexual assaults and sexting. Staff with concerns about peer on peer abuse should seek consultation with the DSL via the CP referral form. The academy believes that abuse is abuse and it will never be tolerated, dismissed or minimised. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and support both within the school and externally.

With regard to reports of child on child sexual violence and sexual the DSL will refer to government advice on what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and advice on a whole school approach to preventing child on child sexual violence and sexual harassment. The Hayesbrook School recognises the initial response to a report from a child is important and that it is essential that victims are reassured that they are being taken seriously, that they will be supported and kept safe and that they should never be made to feel ashamed for making such a report. When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment to consider; the victim, especially their protection and support; the alleged perpetrator; and all the other children (and, if appropriate, adult students and staff) and any actions that are appropriate to protect them. Risk assessments will be recorded.

In deciding what action to take staff should follow general safeguarding principles and act in the best interests of the child and consider; the wishes of the victim in terms of how they want to proceed; the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off or a sustained pattern of abuse; are there ongoing risks to the victim, other children, adult students or school or college staff; and any other related issues and wider context.

The starting point regarding any report will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated.

Safeguarding children with special educational needs and disabilities and children who are or who have previously been looked after

The academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as 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. The academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon. Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The academy will ensure staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL will maintain details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable when dealing with looked after children and previously looked

after children the academy recognises it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The curriculum and staying safe

The academy is committed to ensuring that students develop the knowledge and skills to keep themselves safe and lead healthy lives. We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The Hayesbrook School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision-making so that students have a range of skills and contacts to ensure their own and others' safety. This includes online safety. Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns. This will include, but is not limited to, bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting. Opportunities for this are provided through timetabled PSHE lessons, assemblies, subject-specific lessons and PSHE drop-down days. The DSL and the senior leader responsible for curriculum advise on learning about safety through the curriculum.

E-Safety

It is recognised by The Hayesbrook School that the use of online technology presents particular challenges and risks to children and adults both inside and outside of school. The use of technology has become a significant component of many safeguarding issues including child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The Hayesbrook School educates the whole school community in the use of technology and has established mechanisms to identify, intervene in and escalate any incident where appropriate. The DSL has overall responsibility for e-safety in the academy and the DSL and leadership team have read and understood Annex C regarding online safety in KCSIE 2018. 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; for example pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Staff must not engage in inappropriate use of social network sites which may bring themselves, the academy, academy community or employer into disrepute. Further details are covered in the Acceptable Use of Technology Policy and the staff Code of Conduct.

Students are protected from potentially harmful and inappropriate on-line material by the academies filtering system which is regularly updated. Students will be given opportunities to learn about and manage online risks effectively through academy days, assemblies, SMSC sessions and during Computer Science lessons.

Security and Visitors

All staff have a responsibility for maintaining an awareness of site security and for reporting any concerns. Appropriate checks will be undertaken in respect of visitors and volunteers as outlined within guidance. All visitors are expected to sign in and out at reception and to display a visitor's badge whilst on the academy site. Any member of staff who finds a visitor without a visitor's badge should accompany them to reception to collect a badge.

The academy will not accept the behaviour of any individual (parent or other) that threatens academy security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the academy site.

Use of premises by other organisations

Where services or activities are provided separately by another body using the academy premises the principal or their representative will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not received then an application to use the premises will be refused.

Complaints

The Trust has a Complaints Procedure available to those who wish to report concerns. This can be found on the academy's website. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations of Abuse against Staff policy.

POLICY REVIEW AND RATIFICATION

This policy is reviewed annually and ratified by the Trust Board in May

This review by CEO and DSL July 2018

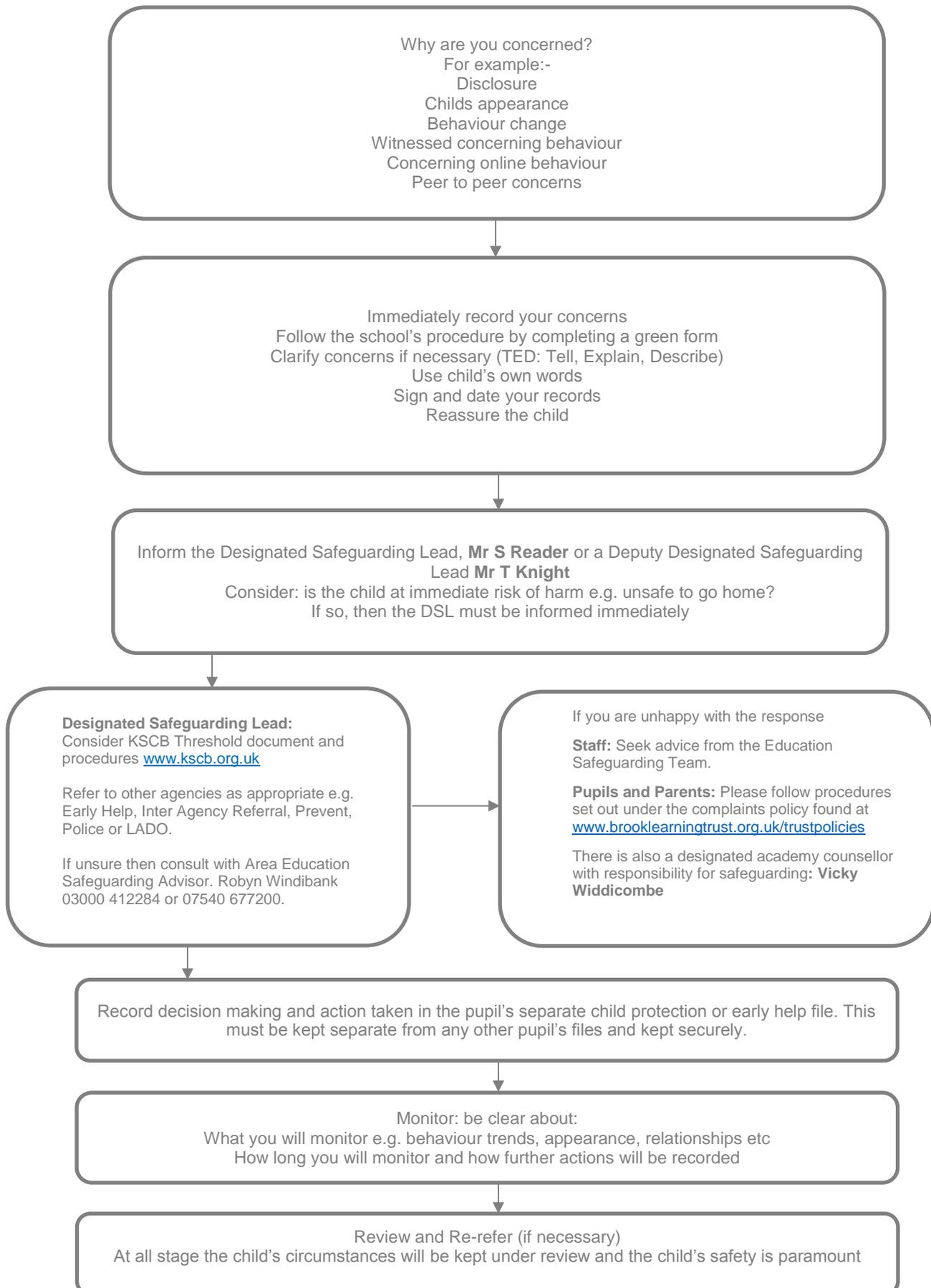
Summary of amendments to this iteration: Updates to reflect KCSIE 2018

Ratified by Trust Board July 2018

Next review May 2019

Appendix One

What to do if you have a welfare concern?



Appendix Two

Definitions of Abuse

Abuse is the maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. All staff must be aware of the main categories of abuse. Children may be abused in a family or in an institutional or community setting: by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described by the term Munchausen Syndrome by proxy.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. This includes activities or materials on-line.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

Other forms of Child Abuse

Forced marriages, honour based violence and female genital mutilation are forms of child abuse.

Appendix Three

Specific Safeguarding Issues

Children Missing From Education

BLT academies recognise that all children, regardless of their circumstances, are entitled to a full time education suitable to their age, ability, aptitude and any special need they may have. Children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The Hayesbrook School's policy on attendance, including unauthorised absence, should be invoked for concerns regarding children missing from education.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes in to the Local Housing Authority so they can raise concerns at the earliest opportunity. It is recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services are the lead agency for these young people and the DSL will ensure appropriate referrals are made based on the child's circumstances.

'Honour-based' Violence

'Honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

FGM

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. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage and is a crime. Threats can be physical or emotional and psychological. Some communities use religion and culture as a way to coerce a person into marriage. The DSL can contact the Forced Marriage Unit for advice or information in safeguarding children from forced marriage.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental values, including 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. The Prevent duty is part of our wider safeguarding obligations. All members of staff complete an approved training package including guidance on how to identify people who may be vulnerable and the DSL knows how to make a Channel referral.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

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

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of Keeping Children Safe in Education guidance September 2018. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix Four

Safeguarding Referral Form



The Hayesbrook School **SAFEGUARDING INCIDENT/CONCERN FORM**

Pupil Name	Date of Birth and Age:
Home Address	
Tutor Group	
Name and position of person completing the form (please print)	
Date of incident/concern: (dd.mm.yy)	Time of incident/concern:
Incident/concern (who, what where, when)	
(please continue over the page if necessary)	
Any other relevant information (witnesses, external services e.g. Early Help or CHYPS involved)	
Signature	Date form completed (dd.mm.yy)
Please pass the form to one of the Designated Safeguarding Leads: Steven Reader or Collette Nelson.	Under no circumstances should this form be left unattended after completion.



Incident Concern Continued

Action taken by Designated Safeguarding Lead

Name of DSL
(please print)

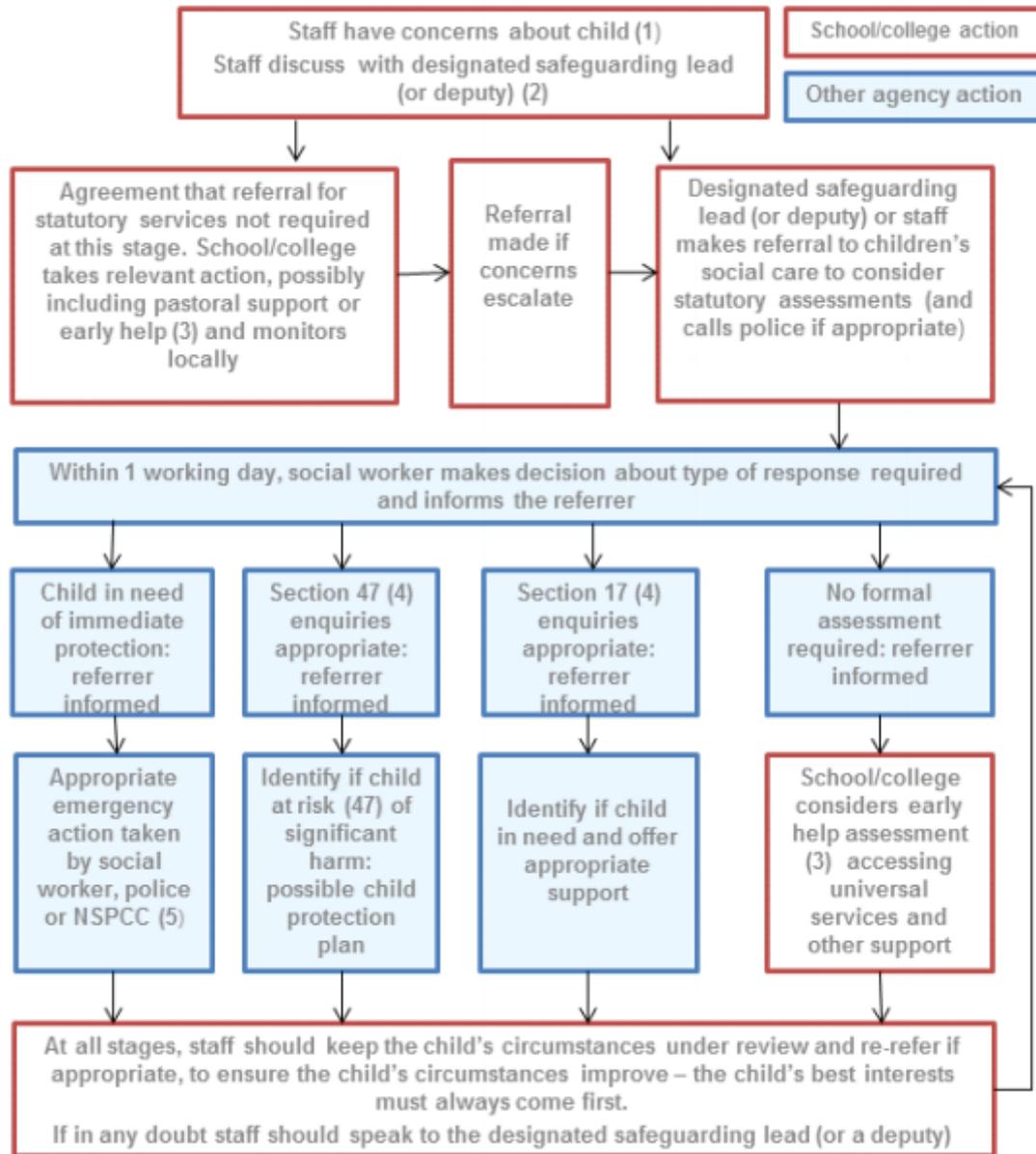
Signature of DSL

Date

Appendix Five

Actions to be taken by all agencies, as set out in the DfE guidance: Keeping Children Safe in Education (KCSIE) 2018

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on statutory assessments.
- (5) This could include applying for an Emergency Protection Order (EPO).